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GENERAL

(incl Statistics)

636. Bowman, K. M. Charles Macfie Campbell. *Ment. Hyg., N. Y.*, 1943, 27, 660-663.—Obituary.—W. L. Wilkins (U. S. Naval Reserve).
637. Brehme, K. S. Barbara Stoddard Burks. *Science*, 1943, 98, 463-464.—Obituary and appreciation.—F. A. Mole (Connecticut).
638. Brown, C. R. A 'universal' apparatus for research in physiological optics. *J. exp. Psychol.*, 1943, 33, 340-349.—An apparatus is described and sketched which is suitable as an aid to the investigation of a large number of visual problems.—M. J. Zigler (Wellesley).
639. Burr, I. W., & Hobson, R. L. Significance of differences in proportions with constant sample frequencies in each pair. *J. educ. Psychol.*, 1943, 34, 307-312.—The authors derive and describe a graphic technique to reduce the statistical labor of determining whether differences between proportions are significant at a predetermined level of confidence. It is applicable when 10 or more pairs of proportions are to be studied and when the two *N*'s on which the proportions in each pair are based are constant throughout the series.—E. B. Mallory (Wellesley).
640. Craik, K. J. W. The nature of explanation. Cambridge, Eng., New York: University Press, Macmillan, 1943. Pp. viii + 123. \$1.50.—Explanation means giving the causes of things and saying why they happen. This common-sense view of the matter is closer to actual scientific practice than the Humean account and leads more directly to experimental investigation than do the formal verbalisms of logical positivism. The author tries out his view of explanation on the problem of human thought. The nervous system is likened to a calculating machine capable of modelling external events and of anticipating the course these events will take. The consequences of this theory of the nervous system are tested in the fields of perception, illusion, learning, and various psychic disorders.—C. C. Pratt (Rutgers).
641. Curtiss, J. H. On transformations used in the analysis of variance. *Ann. math. Statist.*, 1943, 14, 107-122.—The paper goes beyond the present descriptive and nonmathematical methods of normalizing and equating for variance the variates of a study and presents a general mathematical theory for certain types of transformations now in use. Square-root, inverse sine, and several logarithmic transformations are discussed.—E. L. Clark (Northwestern).
642. Deming, W. E. Statistical adjustment of data. New York: Wiley, 1943. Pp. x + 261. \$3.50.—This book is presented as a text and a reference, treating various selected topics and problems of adjustment. The five parts of the book deal with simple adjustments (meaning of adjustment, simple illustrations of curve fitting), least squares solution of more complicated problems (propagation of error, general problem of least squares), conditions without parameters (geometric conditions and their systematic computation), conditions containing parameters (more complicated curve fitting), exercises and notes (exercises in fitting various functions, examples in curve fitting), and appendix and tables. Computing steps and examples are presented for each topic, along with the derivations of many of the methods.—T. G. Andrews (Barnard).
643. Duffy, E. Scientific method and democratic procedure. In Largent, V., *The Walter Clinton Jackson essays in the social sciences*. Chapel Hill, N. C.: University of North Carolina Press, 1942. Pp. 53-63.—To assist himself in introducing objectivity and consideration of the viewpoints of others into his thinking, man has developed the scientific method and democratic procedure. Scientific method "attempts to eliminate the observer from the observation and the thinker from the conclusion reached." Democratic procedure "attempts to arrive at the 'general will' rather than the desires of an individual or a limited group of individuals."—R. B. Ammons (San Diego).
644. Forbes, M. L. H. The sliding frame: ruled paper for use in preparing work sheets. *J. genet. Psychol.*, 1943, 62, 335-336.—R. B. Ammons (San Diego).
645. Forbes, M. L. H. Tape-printing boards revised. *J. genet. Psychol.*, 1943, 62, 337-338.—See 14: 1654.—R. B. Ammons (San Diego).
646. Griffith, C. R. Principles of systematic psychology. Urbana: University of Illinois Press, 1943. Pp. xv + 718. \$4.50.—"From beginning to end, this essay toward a systematic appraisal of psychology leans heavily upon a set of functional or dynamic facts which are derived from the study of the behavior, or of the modes of adjustment of living creatures to their natural, and, in the case of men, both to their natural and cultural environments. But it does not, on that account, hold a brief for any of the more radical forms of behaviorism. . . ." The volume contains 17 chapters in which the various problems of systematic psychology are approached both critically and historically. These problems include the various current systematic points of view, psychoanalysis, the problem of experimental method, and the analysis of psychological functions (acting, perceiving, acquisition, etc.). "The psychology of the future will doubtless extend or, more precisely, recover its kinship with the social sciences, the arts, and the humanities rather than with the physical or even with the biological sciences." There is a bibliography of 1,509 references.—W. S. Hunter (Brown).
647. Gumbel, E. J. On the reliability of the classical chi-square test. *Ann. math. Statist.*, 1943,

14, 253-263.—The traditional use of the chi-square test to determine the significance of a difference between the observed and a theoretical distribution is shown to be inexact and often highly variable for a continuous variate. The concept of "observed distribution" is vague because the choice of interval and the beginning of the first cell are arbitrary actions. A third source of inaccuracy is the practice of combining end cells of small expected frequencies, which violates the postulate that all cells ought to have the same length. The recommended procedure is to choose cells of equal probability and of sufficient size, so that there will be no zero frequencies in the observed distribution. The best choice of cells for small numbers of observations is not indicated.—*E. L. Clark* (Northwestern).

648. *Hilgard, E. R.* [Chm.] *Recommendations of the Intersociety Constitutional Convention of Psychologists.* *Psychol. Bull.*, 1943, 40, 621-647.—This article traces the course of action leading to the reconstitution of the American Psychological Association and includes: (1) a statement of the Joint Constitutional Committee of the APA and AAAP; (2) a statement of the Continuation Committee of the Convention; (3) by-laws (18 articles) appropriate to a reconstituted APA; and (4) a sample blank for survey of opinion on the proposed by-laws, which is to be circulated by mail to obtain choices of present members regarding the divisional organization of the proposed society. It is proposed that the new organization be centered about functional interest-groups and remain flexible as to centralization, combining the functions and atmosphere of the APA and AAAP and leaving room for the inclusions of other societies.—*F. McKinney* (Missouri).

649. *Hincks, C. M.* *Clifford Whittingham Beers.* *Ment. Hyg., N. Y.*, 1943, 27, 654-656.—Obituary note on the founder of the mental hygiene movement and of the National Committee for Mental Hygiene. Portrait frontispiece.—*W. L. Wilkins* (U. S. Naval Reserve).

650. *Hohman, L. B.* *Lewellys Franklin Barker.* *Ment. Hyg., N. Y.*, 1943, 27, 657-659.—Obituary.—*W. L. Wilkins* (U. S. Naval Reserve).

651. *Longcope, W. T.* *Lewellys F. Barker.* *Science*, 1943, 98, 316-318.—Obituary and appreciation.—*F. A. Mote* (Connecticut).

652. *Mathisen, H. C.* *A method of testing the hypothesis that two samples are from the same population.* *Ann. math. Statist.*, 1943, 14, 188-194.—A simple method of determining whether two samples are probably drawn from the same population is described. In the first instance, the number of cases in the second sample falling below the median of the first sample is considered. A table of criterion values for samples ranging from 10 to 1000 is given by which one can estimate the number of the second sample which must fall below (or above) the first sample median to make a difference in samples reaching the 5% level or the 1% level of significance. In the second instance, the median and quartiles of the first sample are used to establish intervals into which the observations of the second sample may fall. These frequencies are used to compute a coefficient, *C*, which must lie between 0 and 1. A table

of significant values of *C* is given for samples numbering up to 100.—*E. L. Clark* (Northwestern).

653. *Meier, N. C.* *Military psychology.* New York: Harper, 1943. Pp. xx + 395. \$3.00.—This is a nontechnical text suitable for the general reader, although it is oriented primarily toward the problems of the young officer. Part I is concerned with general principles and practices. The 8 chapters in this section discuss: the psychological and sociological bases of group conflict, psychological aspects of total war, morale and psychological preparation for combat, the selection of specialized personnel and the effective utilization of skills in the field, the learning of military skills, the traits and qualities of good officers and general rules of efficient leadership, leadership and discipline in combat areas, and problems of the adjustment of men to the stresses of actual combat. Part II contains an extensive list of problems and examples showing the application of the general principles listed above. Four appendices contain: suggestions for handling interviews, information concerning certain highly specialized military jobs, a rating scale for officer candidates, and methods for selecting combat officers. A glossary of 14 pages is included.—*A. Chapanis* (Wright Field).

654. *Olson, W. C.* *Proceedings of the fifty-first annual meeting of the American Psychological Association, Inc., Evanston, Illinois, September 2, 1943.* *Psychol. Bull.*, 1943, 40, 648-684.—*F. McKinney* (Missouri).

655. *Rennie, T. A. C.* *Adolf Meyer and psychology; the man, his methodology and its relation to therapy.* *Pap. Amer. Congr. gen. Semant.*, 1943, 2, 156-165.

656. *Richardson, M. W., Kornhauser, A. W., & Bingham, W. V.* *Psychology—in the war and after (III).* *Jr. Coll. J.*, 1943, 14, 103-108.—This continues previous reports of the Committee on Psychology (see 18: 300; 586). M. W. Richardson describes psychological testing in the Army; public beliefs and desires about the war are discussed by A. W. Kornhauser; and W. V. Bingham outlines the Army personnel classification system.—*G. S. Speer* (Central YMCA College).

657. *Wald, A.* *On the efficient design of statistical investigations.* *Ann. math. Statist.*, 1943, 14, 134-140.—A method of measuring the efficiency of an experimental design is presented. By this method the Latin square is proved to be most efficient.—*E. L. Clark* (Northwestern).

658. *Wisdom, J.* *Other minds (VIII).* *Mind*, 1943, 52, 289-313.—This continues a dialogue giving a detailed analysis of scepticism.—*J. T. Baker* (Pennsylvania State College).

[See also abstracts 672, 677, 690, 691, 747, 784, 897.]

NERVOUS SYSTEM

659. *Bagchi, B. K., & Bassett, R. C.* *The localization of intracranial lesions by electroencephalography: a preliminary report.* *Univ. Hosp. Bull., Mich.*, 1943, 9, 86-87.—The authors review briefly the development and applications of the EEG. They have found the technique useful in 45 cases of

intracranial lesion and recommend it as the basic preliminary diagnostic procedure for cases involving cortical lesions. It is pointed out that "a significantly large percentage of individuals with intracranial lesions show a definite borderline or abnormal *generalized* electrical pattern postoperatively as well as preoperatively even in the absence of marked electrical signs of the lesion some time after its removal."—C. E. Henry (U. S. Naval Reserve).

660. Kershner, C. M. Blood supply of the visual pathway. Boston: Meador, 1943. Pp. 160. \$3.00.

661. Landahl, H. D., McCulloch, W. S., & Pitts, W. A statistical consequence of the logical calculus of nervous nets. *Bull. math. Biophys.*, 1943, 5, 135-137.—A formal method is derived for converting logical relations among the actions of neurons in a net into statistical relations among the frequencies of their impulses.—(Courtesy *Bull. math. Biophys.*).

662. McCulloch, W. S., & Pitts, W. A logical calculus of the ideas immanent in nervous activity. *Bull. math. Biophys.*, 1943, 5, 115-133.—Because of the "all-or-none" character of nervous activity, neural events and the relations among them can be treated by means of propositional logic. It is found that the behavior of every net can be described in these terms, with the addition of more complicated logical means for nets containing circles; and that for any logical expression satisfying certain conditions, one can find a net behaving in the fashion it describes. It is shown that many particular choices among possible neurophysiological assumptions are equivalent, in the sense that for every net behaving under one assumption, there exists another net which behaves under the other and gives the same results, although perhaps not in the same time. Various applications of the calculus are discussed.—(Courtesy *Bull. math. Biophys.*).

663. Schwab, R. S. Application of electroencephalography in the Navy in wartime. *War Med.*, Chicago, 1943, 4, 404-409.—Schwab describes the setup and the use of electroencephalography at the Naval Hospital, Chelsea, Mass. It aids rapid and accurate diagnosis and disposition of cases, either candidates or men in service, who have a history of repeated fainting, vague neurological complaints, sleep walking, or recent or old head injury. At this hospital, 90% of the cases of clinical epilepsy had abnormal tracings. Subjects with isolated syncopes usually had normal records. In mild head injuries a normal record was the rule, but in severe injuries abnormal waves persisted long after the clinical signs had disappeared. The presence of abnormal waves suggests the advisability of rejecting a candidate or, at least, of further scrutiny. EEG's made during service will be very valuable in following up the patient after the war.—M. E. Morse (Baltimore, Md.).

664. Thiesen, J. W. Effects of certain forms of emotion on the normal electroencephalogram. *Arch. Psychol.*, N. Y., 1943, No. 285. Pp. 85.—Two main problems were studied: the effect of emotion on the EEG and the possible relationships between EEG's from normal but emotional subjects and pathological EEG's. Rahm amplifying and recording units were employed, and all records were taken with the subjects' eyes closed. Special preliminary efforts

were made to identify potentials of noncortical origin and to place electrodes so as to facilitate such identification during the major experiment. Emotion-arousing stimuli were the threat of an electric shock, a gruesome motion picture, and presentation of a live rat. Records were taken immediately after such presentations. A neutral film was employed as a control, as was an initial period before special stimulation. Ten subjects were used here. Three judges made qualitative ratings on the data, and quantitative analyses were also made. "In general, the changes in EEG . . . appear to be within the limits of normal electro-cortical activity."—C. E. Buxton (Iowa).

[See also abstracts 638, 665, 678, 690, 725, 848.]

RECEPTIVE AND PERCEPTUAL PROCESSES

665. Adler, A. The phenomenon of taste and smell. *Bull. New Engl. med. Cent.*, 1940, 2, 237-238.—The author discusses the neurology and cortical localization of taste and smell and describes the Elsberg method for examining smell.—C. K. Trueblood (Cambridge, Mass.).

666. Crozier, W. J., & Wolf, E. Theory and measurement of visual mechanisms. IX. Flicker relations within the fovea. *J. gen. Physiol.*, 1943, 27, 119-138.—"Flicker response contours (F vs $\log I_m$) for a square image subtending 0.602° on a side, located in the fovea, are simplex probability integrals for a 'white' and for four (five) spectral regions filtered from this white, and with different light-time fractions in the flash cycle." The various subjective phenomena cannot be held to indicate full involvements of 'rod' excitation. It appears that, "for the image within the fovea, different numbers of units are excitable in flicker recognition according to the wavelength band used, and different mean frequencies of elements of effect under fixed conditions." It cannot be concluded "that the mechanism of excitation differs for different wave-lengths."—F. W. Finger (Virginia).

667. Dunlap, K. Mental maladjustment and color vision. *Science*, 1943, 98, 470-472.—The Ishihara and a revision of the Nela test for color blindness were given to 12 maladjusted individuals in order to determine if there might be any connection between the two phenomena; the similarity of the conditions in many cases of color blindness to the conditions in many cases of maladjustment suggested the feasibility of such a test. None of the 12 was found to be completely color normal. "We do not mean to suggest that any considerable fraction of the large class of color-blind men and women are mentally maladjusted. The possibility we have in mind is that a substantial proportion of those who are maladjusted are color-blind; which is another proposition."—F. A. Mote (Connecticut).

668. Evans, R. M. Visual processes and color photography. *J. opt. Soc. Amer.*, 1943, 33, 579-614.—Brightness constancy plays an important part in the perception of photographic reproductions. The more realistic the photograph (e.g., stereoscopic photographs in color), the greater the constancy effect. A consequence of this fact is the

necessity for artificially increased lighting for backgrounds of scenes to be photographed. Another consequence is the common practice of decreasing the contrast of shadows by the use of secondary light sources. Color constancy and color adaptation effects are also present, so that it is important to use an illuminant for which the color film is balanced. Optimal conditions for viewing the reproduction are obtained by projection of transparencies in a darkened room. A consideration of these visual effects leads one to conclude that the optimal process for the reproduction of scenes in color is not necessarily the one in which the spectral energies of the original are most faithfully recreated.—*L. A. Riggs (Brown)*.

669. Friedrich, W., & Schreiber, H. Das Sehen des menschlichen Auges im Ultraviolett. Die extrafovealen Schwellenwerte für 365 m μ und 546 m μ . (Human vision for ultraviolet. Peripheral thresholds for 365 m μ and 546 m μ .) *Pflüg. Arch. ges. Physiol.*, 1943, 246, 621-632.—The purpose of the study was to determine the ratio of the sensitivities of the human eye for an ultraviolet wave length and for a visible wave length, the sensitivity for the latter being more possible to determine unequivocally. 17 subjects ranging in age from 15 to 61 were dark-adapted for 30 minutes. In the apparatus they were required to fixate a deep red spot. Stimulation was from variously shaped fields, monochromatic of either 365 m μ or 546 m μ , 10° nasal from the fixation point, and of varying duration: 1/200, 1/100, 1/50, 1/25, 1/10, 1/5, 1/2, and 1 sec., the duration being controlled by a Compur shutter. The subjects were asked to say: (1) whether a light sensation was perceived, (2) the shape of the light source was recognized, and (3) which color was seen. Ultraviolet standard lamps were used and the energies were measured in absolute units. The principal findings were: (1) from 1/200 to 1/10 sec. the threshold energy was constant, and (2) the eye is approximately 10⁴ times as sensitive to 546 m μ as it is to 365 m μ . The influence of mon- and binocular adaptation on the threshold was investigated.—*L. H. Beck (Brown)*.

670. Gilliland, A. R., & Humphreys, D. W. Age, sex, method, and interval as variables in time estimation. *J. genet. Psychol.*, 1943, 63, 123-130.—A group of 48 fifth-grade children was compared with a group of 48 college adults as to ability to produce, reproduce, or estimate varying short time intervals. The sexes were equally represented. Data were analyzed by using Fisher's analysis of variance. It was concluded that adults are superior to children in judging short and relatively long intervals, with the children relatively better on the longer intervals, indicating that they have developed some cues for time estimation. No sex differences were found. Counting aided both groups in time judgment. Reproduction seemed easier than estimation or production, with results for all processes closely related. With respect to per cent of error and variability, time judgments do not seem to follow the Weber-Fechner law.—*R. B. Ammons (San Diego)*.

671. Grain, G. O. Bilateral ageusia associated with unilateral Bell's palsy. *Arch. Neurol. Psychiat.*, Chicago, 1943, 49, 926-927.—Abstract.

672. Householder, A. S. A theory of the induced size effect. *Bull. math. Biophys.*, 1943, 5,

155-160.—A quantitative formulation of Ogle's induced size effect (see 13: 743, 4551; 14: 756) is carried out on the assumption that vertical equality of the retinal images acts as a cue for localizing the subjective median plane as opposed to the horizontal retinal disparities which serve for localizing the subjective frontal plane, and that this cue operates independently of such cues as are provided by ocular versions and predominates when the versions are not great. The equation which embodies the theoretical predictions involves no parameters not directly measurable.—(Courtesy *Bull. math. Biophys.*).

673. Kelly, K. L. Color designations for lights. *J. opt. Soc. Amer.*, 1943, 33, 627-632.—"An extension of the ISCC-NBS (Inter-Society Color Council-National Bureau of Standards) system of color names for the description of the colors of drugs and medicines has been made for describing the colors of lights. The color names consist of hue names such as red, pink, yellowish, green, or purple without further modifiers since they are intended to differentiate lights chiefly according to hue. The hue names are among those used in the ISCC-NBS system and carry the same meaning. The chromaticity ranges identified by each of these hue names are defined by areas on the ICI chromaticity diagram. Comparisons are made between the centers of the proposed hue-name ranges and similar values by other authorities, and with the standard colors recognized in various specifications for marine, railway, aviation, and traffic signal colors."—*L. A. Riggs (Brown)*.

674. Lister, A., & Bishop, J. W. Night vision in the Army: report of 10,333 tests. *Brit. med. J.*, 1943, 2, 325-327.—"The brightness figures of the [British] Army night-vision test are given. . . . Though the test is one of form sense it appears that the minimum light necessary for the discrimination of a simple form is in the region of the absolute light threshold. The results are recorded for 10,333 tests . . . [which] illustrate the downward trend of scotopic vision which occurs with advancing years."—*D. A. Grant (Wisconsin)*.

675. Low, F. N. The peripheral visual acuity of 100 subjects. *Amer. J. Physiol.*, 1943, 140, 83-88.—One hundred men were tested with a 25-cm. perimeter and Landolt Broken Circles with varying width of break. Peripheral visual acuity was found to be extremely variable and appears to be relatively independent of other visual functions. There is some evidence that it can be trained.—*T. G. Andrews (Barnard)*.

676. Meltzer, P. E. The problem of deafness. *Bull. New Engl. med. Cent.*, 1940, 2, 85-86.—The author discusses beginning deafness of childhood, various types of deafness in the young adult, deafness in Menière's disease, and deafness as a result of hemorrhage into the cochlea or basal ganglia.—*C. K. Trueblood (Cambridge, Mass.)*.

677. Miles, W. Night vision: flying demands light sensitivity and form acuity. *Yale sci. Mag.*, 1943, 18, 10-11; 28: 30.—The author summarizes briefly the simpler facts of night vision and dark adaptation. A target adaptor is described for the standard Hecht adaptometer (see 13: 5456) to

permit the obtainment of acuity thresholds in addition to the usual light thresholds. Two types of acuity thresholds are possible: in one, the subject simply reports the presence of the test object, and in the other, he is able to report correctly the orientation of the test object. The two thresholds are roughly one-half and one log μ l higher, respectively, than the corresponding light thresholds.—*A. Chap-anis* (Wright Field).

678. *Miller, H. R.* Nerve pathways and clinical features of shoulder pain in relation to angina pectoris. *N. Y. St. J. Med.*, 1941, 21, 345-351.—In general, angina pectoris may be regarded as an expression of abnormal activity of the autonomic system as a whole, since the clinical manifestations of an attack are set off and distributed in the sympathetic and parasympathetic divisions. Pain may be absent and the disease evidenced by dyspnea, anxiety, sweating, and constrictive manifestations. Anginal pain is characterized by reflection into a well-defined dermatomic territory innervated by the left upper 4 intercostal nerves. This skirts, but seldom includes, the shoulder region. Shoulder pain per se has its own somatic pathway. However, anatomical variations in both the sympathetic and somatic components of the afferent system connecting viscera and the dermatomes with the neuraxis account for the fact that the shoulder may act as a dermatomic equivalent in anginal pain. The differential diagnosis between pain originating in the shoulder and true anginal pain is discussed. Anatomical diagrams.—*M. E. Morse* (Baltimore, Md.).

679. *Shepard, C. F.* General semantics in vision and visual research. *Pap. Amer. Congr. gen. Semant.*, 1943, 2, 221-225.

680. *Veasey, C. A., Jr.* Summary of criteria for adequate artificial lighting. *Dis. Eye etc. Throat*, 1941, 1, 238-240.—Six variables or criteria for judging lighting adequacy, aside from the question of the actual amount of light, are discussed: size of print or objects, contrast, speed, duration, sensitivity, and visual acuity. The source and distribution of light factors are analyzed in terms of glare, flow, diffusion, direction of light, and quality of light. A section is devoted to the factor of intensity.—*R. W. Beebe* (Child Study Center of Maryland).

681. *Walls, G. L.* The evolution of color vision. *J. appl. Phys.*, 1943, 14, 161-165.—The author is concerned with the reason for the development of color vision. Although it increases the overall resolution afforded by the visual system, one finds no direct connection or progression between the animals possessing color vision. One of the common denominators of the color perceiving groups is diurnality. "Since the cones afford sharp vision and color sensations and are out of action in dim light, we can see that a common basis exists in the retina for diurnality, high visual acuity, and color vision." In nocturnal, cone-poor, or pure-rod animals, "the final resolution of the cerebral image is inevitably so crude at best that it is quite unimportant whether the objective retinal image is refined or not. One may then logically expect that if color vision is really associated with high visual acuity, it will be found that the animals which have it also have well-developed and precise mechanisms

for maintaining a sharp image on the retina." Color perception has been evolved only by groups which already had laid a basis for excellent visual acuity.—*C. G. Mueller* (Brown).

682. *Wright, W. D.* The graphical representation of small color differences. *J. opt. Soc. Amer.*, 1943, 33, 632-636.—Uniform chromaticity diagrams have recently been developed for the purpose of representing data on color discrimination. Non-linear projection provides a chart on which equal distances represent equal sense differences. Such a chart has the disadvantage, however, of being more difficult to use for practical purposes than the conventional linear co-ordinate system. Furthermore, considerable individual differences are found from one observer to another. Hence it would not seem profitable to develop a chart giving exact uniformity, since a chart having this property for one observer will not have it for another. It seems advisable to return to the simpler method of linear projection even though only an approximate uniformity is achieved by this means.—*L. A. Riggs* (Brown).

[See also abstracts 660, 716, 725, 733, 749, 818, 841, 845, 860, 865, 887, 899, 925.]

LEARNING, CONDITIONING, INTELLIGENCE

(incl. Attention, Thought)

683. *Abbott, C. E.* The apparent time acceleration with age. *Science*, 1943, 98, 407-408.—The author points out that a previous comment upon the problem of the recollection of elapsed time implied that all people are afraid of old age and death and that those past middle age are more afraid than others. These he believes to be unsupported generalities; his own experience and that of others he has questioned show that people over 40 are mostly indifferent toward the matter.—*F. A. Mole* (Connecticut).

684. *Bruce, R. H.* The effect of varying the place of the fractional anticipatory-consummatory response upon the rate of acquiring a simple learning problem. *J. genet. Psychol.*, 1943, 63, 165-175.—"Rats were given 10 days practice in drinking in one square of a field which was later the goal-square. They were divided into three groups, and the group which was given a small amount of water before the run in the goal-square learned more rapidly than did animals who received a small amount of water by hand before the practice on the field. Those animals who received the water by hand, in turn learned more rapidly than did those animals who received no water previous to the run. These data provide evidence for the significance of the anticipatory goal response in the learning process. The fact that all three groups who had the practice of drinking on the goal-square before practice in the field learned more rapidly than did the animals who did not have this practice is evidence for the importance of the retinal-cerebral processes of perception in the form of the learning response."—*R. B. Ammons* (San Diego).

685. *Carlson, A. J.* The apparent time acceleration with age. *Science*, 1943, 98, 407.—According

to this author, the estimation of elapsed time "is purely a question of the item of particular concern (desirable or objectionable) in the thought of the individual. Age has nothing to do with the illusion."—*F. A. Mote* (Connecticut).

686. Foley, J. P., Jr., & Macmillan, Z. L. Mediated generalization and the interpretation of verbal behavior: V. 'Free association' as related to differences in professional training. *J. exp. Psychol.*, 1943, 33, 299-310.—"This experiment was designed to demonstrate differences in type of verbal responses in the 'free association' experiment as a function of differences in type and amount of professional training. Results indicate professional differences in such associations, thus affirming the occupational conditioning of verbal reactions and suggesting the possibility of the operation of mediated generalization along 'professional' gradients."—*M. J. Zigler* (Wellesley).

687. Harding, R. E. M. An anatomy of inspiration; with an appendix on *The birth of a poem* by R. B. M. Nicholls. (2nd ed.) Cambridge: Heffer and Sons, 1942. Pp. xiii + 145. 7s. 6d.—This book contains a great deal of data on the origin of creative thought and imagination and shows what are the predisposing conditions for their development and functioning. These data are integrated along the lines of the author's theory of the interaction of fringe ideas belonging to different spheres of interest, and the impinging of some external factor upon these ideas to produce the flash of inspiration. This thesis is well illustrated by the description, new to this edition, given by Robert Nicholls of the mental processes occurring in *The birth of a poem*. This shows how the interchange occurs between two parts of the self—"I" and "the artificer"—as they discuss and hammer out the poetic ideas which well up from the deeper unconscious levels; this discussion is interspersed with a surfacing of "I" to the ordinary everyday prose world. The subconscious argument is here clearly personified.—*M. D. Vernon* (Cambridge, England).

688. Harriss, R. P. The apparent time acceleration with age. *Science*, 1943, 98, 408.—To the problem of the recollection of elapsed time this author contributes two points: (1) the importance of the events and circumstances which occur during the period remembered, and (2) the psychological make-up of persons with respect to time. An example of the second point is the difference in time's acceleration as experienced by one who feels he has a mission to accomplish as contrasted with the experience of an easygoing individual.—*F. A. Mote* (Connecticut).

689. Holodnak, H. B. The effect of positive and negative guidance upon maze learning in children. *J. educ. Psychol.*, 1943, 34, 341-354.—In order to determine the relative effects of positive and negative guidance, 64 children, ranging in age from 6 to 10 years, were given punch mazes to learn under three different conditions. In the preliminary period, the experimenter told the child whether each hole chosen was right or wrong. For positive guidance a bell was rung when the choice was correct; for negative guidance a bell was rung when the choice was wrong. The results show that posi-

tive guidance was superior to negative guidance not only for the group as a whole but also for all the ages tested, for all of the four maze lengths, and for the boys and girls grouped separately. The implication of these results for educators is emphasized.—*E. B. Mallory* (Wellesley).

690. Ingham, S. D. Physiology of thinking. *Bull. Los Angeles neurol. Soc.*, 1943, 8, 69-74.—The author, assuming specifically that all psychological processes are physiological processes, conceives of thought as the result of physiological brain processes motivated by desires of attainment or escape. Among the physiological processes contributing to thought are consciousness, concentration of attention, utilization of concepts and associative memory, and constructive imagination and invention. The diencephalon and cerebral hemispheres are the structural basis for the physiological processes of thought.—*D. K. Spelt* (Mary Baldwin).

691. Lehman, H. C. Man's most creative years: then and now. *Science*, 1943, 98, 393-399.—Graphs are presented which show the most creative years for the workers in such fields as literature, invention, philosophy, geology, medicine, etc. Each graph presents two curves, one for the most creative years for workers in each field up to about 100-200 years ago, the other curve giving the same data for workers since that time. In almost every instance the more recent workers have made their outstanding creative contributions at younger ages than the workers of the past. Several possible explanations are offered.—*F. A. Mote* (Connecticut).

692. Levine, J. M., & Murphy, G. The learning and forgetting of controversial material. *J. abnorm. soc. Psychol.*, 1943, 38, 507-517.—Five procommunist and five anticommunist students were presented with anti-Soviet and pro-Soviet paragraphs and tested for recall. The learning and forgetting curves over a nine-week period show that each group excelled in learning and retaining the ideas of the paragraph fitting the attitudes of the group, and the memory divergence between groups increased with time. The more violent paragraph produced greater group differences in memory.—*C. M. Harsh* (Nebraska).

693. Mote, F. A., Jr., & Finger, F. W. The retention of a simple running response after varying amounts of reinforcement. *J. exp. Psychol.*, 1943, 33, 317-322.—"Four groups of 11 rats each were trained in a simple runway problem, with 4, 8, 16, and 32 acquisition trials, respectively. Twenty-four hours later the animals were tested for retention, and 10 points on the extinction curves determined. Strength of response was measured in terms of latent period. At the end of acquisition the groups which had received 4 and 8 trials were responding with approximately equal promptness. There was also little difference between the average latency of the 16-trial and the 32-trial groups, but both responded significantly faster than the other 2 groups. After the 24-hour retention period, there was no reliable difference among the four groups: the 4- and 8-trial groups were marked by complete retention, while the 16- and 32-trial groups showed considerable loss. Except for a temporary improvement of response on the second extinction trial for the 16-

and 32-trial groups, the four extinction curves were not greatly dissimilar. There was perhaps a slight tendency for less rapid extinction in the 4- and 8-trial groups."—*M. J. Zigler (Wellesley)*.

694. Siegel, P. S. Structure effects within a memory series. *J. exp. Psychol.*, 1943, 33, 311-316.—"One hundred and forty Ss were asked to memorize a structured series of rote material consisting of two types of items occurring with equal frequency. Recall results for critically-located individual items confirmed von Restorff's principle of isolation and homogeneity (in this case, relative isolation and homogeneity). One hundred Ss, comprising a control, were asked to memorize the same material in a neutral structure. The failure to yield unique recall values conformed to the theoretical expectancy."—*M. J. Zigler (Wellesley)*.

695. Watson, G., & Glaser, E. M. Watson-Glaser tests of critical thinking. Battery I: discrimination in reasoning—Form A; Battery II: logical reasoning—Form A. Chicago: World Book Co., 1942. (Manual, 1943.) 25 copies, \$2.00; specimen set, \$0.45.—These tests are designed to measure "a considerable number of the important abilities involved in critical thinking." Battery I contains tests of generalizations, inferences, discrimination of arguments, and recognition of assumptions; Battery II contains tests of general logical reasoning, a section on what do you think, survey of opinions, and applied logical reasoning. Tentative reliabilities, based on scores of college and high-school students, range from .52 to .84, with a median of .70.—*L. H. McCabe (Cambridge, Mass.)*.

696. Wickens, D. D. Studies of response generalization in conditioning: II. The comparative strength of the transferred and non-transferred responses. *J. exp. Psychol.*, 1943, 33, 330-332.—"The present experiment was designed to determine the relative strength of the transferred and the non-transferred conditioned response. Finger withdrawal responses were conditioned in two comparable groups of Ss. For one group the hand was turned over, and for the other the hand was maintained in the same position. The frequency of responses to the conditioned stimulus alone was then determined for both groups. No significant difference between the two groups was obtained."—*M. J. Zigler (Wellesley)*.

697. Zangwill, O. L. Clinical tests of memory impairment. *Proc. R. Soc. Med.*, 1943, 36, 576-580.—The author describes a number of learning tests, still in an experimental stage, the purpose being to provide criteria of what is commonly called organic memory retention defect. Although statistical data are lacking, the use of simple learning tests appears to define two varieties of impairment: (1) what is "commonly called the organic reaction type; and (2) what might be called the neurotic pattern. It is suggested that the fundamental characteristic of the organic type is an *impairment of learning*. In severe cases, learning the test material is slow and incomplete and is often associated with perseveration and inability to correct error with practice. In less severe cases, learning may be somewhat retarded and unfamiliar features of the material present exceptional difficulty. The basic feature of the neurotic pattern appears to be *exaggerated variability of*

response with a notable tendency to fail on easy tasks. This appears to reflect an emotional disorder which may or may not be restricted to memory. But it is important to recognize that a neurotic pattern of test behavior may effectively mask concomitant impairment of the organic variety."—*J. E. Zerga (War Manpower Commission)*.

[See also abstracts 640, 707, 712, 714, 717, 752, 757, 805, 822, 826, 861, 895, 913, 928.]

MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

698. Angyal, A. Basic sources of human motivation. *Trans. N. Y. Acad. Sci.*, 1943, 6, 5-13.—All phases of human life can be expressed as manifestations of two basic dynamic tendencies: (1) a trend toward increasing autonomy, or a tendency to master the environment; and (2) a trend toward homonomy, i.e., a trend to be in harmony with such superindividual units as God, ethical world order, and the like.—*F. W. Finger (Virginia)*.

699. Babkin, B. P., & Bornstein, M. B. The effect of swinging and of binaural galvanic stimulation on the motility of the stomach in dogs. *Rev. canad. Biol.*, 1943, 2, 336-349.—Three healthy dogs, each with a gastric metal fistula, were swung at a rate of 20 cycles per minute in a box suspended 8 ft. from the ceiling, and were subjected to binaurally applied galvanic current at 10 amps. Swinging inhibited all movements of the fasting stomach and produced vomiting, usually in 5-15 min. In some cases there was gradual recovery of gastric tone and activity after swinging stopped, but usually a gastric hypermotility developed in conjunction with lowered gastric tone. Application of the galvanic current yielded somewhat similar data. Bilateral labyrinthectomy abolished the symptoms.—*D. K. Spelt (Mary Baldwin)*.

700. Beach, F. A. Interindividual behavior among animals. *Trans. N. Y. Acad. Sci.*, 1943, 6, 14-18.—Characteristic interpersonal behavior patterns are described in a variety of organisms, from protozoa to primate, with some discussion of their bases.—*F. W. Finger (Virginia)*.

701. Brouha, L., & Heath, C. W. Resting pulse and blood pressure values in relation to physical fitness in young men. *New Engl. J. Med.*, 1943, 228, 473-477.—The pulse and blood pressure of 265 physically and mentally normal college students and a group of college athletes were measured in the recumbent, sitting, and standing positions and before, during, and after a treadmill test. No relation was found between pulse rate or blood pressure and capacity for hard work. Resting pulses above 100 and sitting systolic pressures above 140 mm. were not exceptional and often accompanied fitness for physical exertion. The influence of common emotional factors on the heart rate is often underestimated, and ordinary anticipatory excitement preceding a test was probably responsible for the tachycardia. In contrast, a close relation existed between performance capacity and deceleration rate of the heart after the test. Hence a subject having a high resting pulse or blood pressure should be given a

standard amount of strenuous exercise and his capacity estimated from his actual performance and the speed of recovery of his heart. On this basis the authors have computed an index of fitness for physical labor.—*M. E. Morse* (Baltimore, Md.).

702. **Burton, A.** Behavioral characteristics of monotony in two age groups. *J. exp. Psychol.*, 1943, 33, 323-329.—"It was found that when pre-school children and college sophomores were given the task of drawing 'moon-faces' to monotony, the characteristics of monotony manifested by each group were closely similar. Both groups demonstrated similar facial, postural, and vocal patterns with monotony. Both groups seek 'substitutions' in the form of fantasy, talking, whistling, etc., and 'variations'—errors in work structure—encroach upon their performance. Each rejects the task because of the conflict produced by the demands to continue and the demands to discontinue and the eventual goal depreciation. There are, however, differences in the monotony of the two groups. The children satiate faster and draw considerably less figures; albeit their figures tend to be larger. The task of drawing 'moon-faces,' once entered, is more meaningful or on a more real plane for the children. But the 'moon-faces' as such lose meaning faster. Errors and distortions in the work structure (variations) are more profuse and elaborate. The children break off more rapidly when goal-value is lost and 'variations' have been exhausted. It is in general more difficult for them to make the task mechanical than it is for the adults, and the children find distortions of the figure easier than substitutive motor or ideational activities."—*M. J. Zigler* (Wellesley).

703. **Courts, F. A.** Modifications of the knee-jerk resulting from continued stimulation. *J. exp. Psychol.*, 1943, 33, 333-336.—Habituation response decrement in the knee-jerk was studied in male undergraduates in three experimental sessions within the same week. "Records of the amplitude of the knee-jerk measured in terms of muscle thickening were obtained on all three days from 26 Ss and on the first two days from 25 others." The mean amplitude of deflection of the recording stylus for successive responses reveals "a substantial decrement in amplitude, the change being greatest on the first day. Although there is partial recovery from the end of one day to the beginning of the next, a relatively large portion of the decrement persists, in that the amplitude is less at the beginning of the second and third days than it was at the beginning of the first and second respectively." Intrasubject variability was found to be less on the first than on the second and third days.—*M. J. Zigler* (Wellesley).

704. **Ebbecke, U.** Reflexgesetzmässigkeiten des menschlichen Schluckreflexes bei seiner Auslösung von der Gesichtshaut her. (Reflex laws in the human swallowing reflex elicited by stimulation of the facial skin.) *Pflüg. Arch. ges. Physiol.*, 1943, 246, 675-692.—A subject closes his eyes and mouth and holds his face over a vessel filled with cold water; suddenly his face is immersed so that his nose, mouth, chin, and forehead are surrounded by water. Most subjects swallow involuntarily after a short latent period. The conditions which have a quantitative influence on this reflex are: (1) the area of the

skin stimulated, (2) the number of simultaneously excited receptors, (3) the water temperature, (4) the duration of stimulation, (5) the rate of repeated stimulation (summation indicated), and (6) the time between two single stimulations (summation and refractory phase indicated). The reflex is further inhibited by stimulation of the mucous membranes of the pharynx. The reflex is considered as an evolutionary holdover formerly biologically appropriate to animals.—*L. H. Beck* (Brown).

705. **Elftman, H.** Experimental studies on the dynamics of human walking. *Trans. N. Y. Acad. Sci.*, 1943, 6, 1-4.—Most of the energy expended during level walking is used in changing the velocity of the leg. The energy which the muscle takes out cannot be returned: it is wasted as heat, and the muscle actually burns up chemical energy. Energy expenditure can be reduced by using a moderate step at the rate of 1½ per sec., or by swinging the legs so that one is gaining energy at the same rate as the other leg is losing it (e.g., in running).—*F. W. Finger* (Virginia).

706. **Francis, A. W.** Running records. *Science*, 1943, 98, 315-316.—A graph of mean speed in meters per second versus the logarithm of the distance run is presented. The equation for the curve obtained when most of the plotted points are joined serves as the ordinate for a second graph, in which values computed from this equation serve as the ordinate and the logarithm of distance run is the abscissa. On the basis of this plot a comparison of several distances and their running times is made. A curve drawn through the 400-, 800-, and 5,000-meter records and the one-hour record represents, the author believes, the present limit of human speed.—*F. A. Mote* (Connecticut).

707. **Haggard, E. A.** Experimental studies in affective processes: I. Some effects of cognitive structure and active participation on certain autonomic reactions during and following experimentally induced stress. *J. exp. Psychol.*, 1943, 33, 257-284.—"The experiment was designed to study some of the factors involved in the establishment and modification of autonomic reactions of normal adult human Ss to stress induced by strong electric shock. Measures of palmar sweating were used to indicate the Ss' general level of autonomic activity and reactions to specific aspects of the situation. The test was composed of three periods: I, the conditioning or stressful session, during which the Ss were asked to give chained associations to each of 42 stimulus words. They were always (and only) shocked between 10 and 12 sec. after the stimulus word *sword*, which recurred five times during the list; II, the therapy session, in which one of three experimental procedures was employed to alleviate the general disturbance and extinguish the specific reactions initiated during the first session; and finally, III, a test period to measure the relative effectiveness of the therapies. All three sessions were between 30 and 40 min. in length for all Ss. . . . In general, those individuals who knew most about the conditions involved in the situation and who took an active attitude or role in facing this experience consistently showed less disturbance on all measures of autonomic reactivity during the stressful and therapy sessions."—*M. J. Zigler* (Wellesley).

708. Hiser, V. B. The application of general semantics to a case of stage-fright. *Pap. Amer. Congr. gen. Semant.*, 1943, 2, 514-516.
709. K[eller], M. [Ed.] The first American medical work on the effects of alcohol: Benjamin Rush's "An inquiry into the effects of ardent spirits upon the human body and mind." *Quart. J. Stud. Alcohol*, 1943, 4, 321-341.—This is a reprint in the series: *Classics of the alcohol literature*. Portrait of Benjamin Rush.—W. L. Wilkins (U. S. Naval Reserve).
710. Lehman, H. C. The longevity of the eminent. *Science*, 1943, 98, 270-273.—The mean age at the time of accomplishment and the mean age at the time of death have been computed for the individuals of eminence in a large number of fields of endeavor. The findings may be summarized as follows: (1) a comparison of the longevity of groups of eminent people born prior to 1775 with that of other groups born between 1775 and 1850 shows no consistently reliable difference between them; (2) a study of the various types of individuals (scientists, painters, musicians, etc.) leads to the conclusion that, within a given field, the group differences in longevity are fully as great as are the group differences from field to field; and (3) a high correlation is found between mean age at time of qualifying for membership in a particular group and mean age at time of death.—F. A. Mole (Connecticut).
711. Mardones R., J., & Onfray B., E. Influencia de una substancia de la levadura (elemento del complejo vitamínico B?) sobre el consumo de alcohol en ratas en experimentos de autoselección. (Influence of a yeast substance, an element of the vitamin B complex, on the consumption of alcohol by rats in experiments with autoselection.) *Rev. chil. Hig. Med. prev.*, 1942, 4, 293-297.—[Abstracted review; original not seen.] Groups of rats were fed yeast autoclaved at 120° F. for 5 hours at a pH of 8 to 9 and allowed to select from distilled water and alcohol solutions of varying strength. Rats receiving the autoclaved yeast tended to consume 2 or 3 times as much alcohol as control animals.—W. L. Wilkins (U. S. Naval Reserve).
712. Peters, H. N. Experimental studies of the judgmental theory of feeling: V. The influence of set upon the affective values of colors. *J. exp. Psychol.*, 1943, 33, 285-298.—"A test group gave affective judgments of eight colors, and a week later solved a learning problem in which they were required to make positive responses to the colors, the problem requiring different frequencies of positive responses to different colors. A week after learning, the affective judgments were repeated. A control group judged the colors on two occasions separated by two weeks, without the interpolated learning. Results showed that Ss of the test group who observed with a perceptual (concrete) set changed their judgments as expected, namely, by increasing the number of preferences in proportion to the number of positive responses in learning. Ss who observed with a conceptual (abstract) set failed to show the expected change. This difference in the learning effect for Ss of the two sets was demonstrated in two ways. (1) By a reliable shift of preferences for Ss of the perceptual set in favor of colors which were positive in learning, a shift which was not evident in the judgments of conceptual set Ss. (2) By evidence of greater conflict between affective values and learning in the case of the former than in the latter."—M. J. Zigler (Wellesley).
713. Rice, K. K., & Richter, C. P. Increased sodium chloride and water intake of normal rats treated with desoxycorticosterone acetate. *Endocrinology*, 1943, 33, 106-115.—Eight normal rats showed a sevenfold increase in appetite for a sodium chloride solution when given daily injections of 2-4 mg. of desoxycorticosterone acetate. Four rats on a salt-poor diet and treated with adrenal cortical hormone showed no increase in fluid intake until NaCl was added to their drinking water. Four rats given a high salt diet and daily 2.5 mg. injections of desoxycorticosterone acetate showed a 50% increase in water intake. At the same time four control rats, on a salt-poor diet and tap water, showed no increase in thirst. It is argued that these data show that the primary effect of desoxycorticosterone administration is an increased salt need with an increased salt appetite. Polydipsia in such animals is a consequence of the increased salt intake only.—D. A. Grant (Wisconsin).
714. Warren, A. B., & Jones, V. Effect of acrophobia upon reading ability as measured by reading comprehension and eye-movements in reading. *J. genet. Psychol.*, 1943, 63, 3-14.—Six subjects with known fear of high places and four controls without such fear read three exciting selections approximately 400 words long, the control selection making no mention of and the two experimental selections dealing specifically with high places. The control and one experimental selection were read in an ordinary room, while the second experimental passage was read on the ledge of a fourth-story window. While some qualitative changes were observed in photographic eye-movement records of the students fearing high places, there were no significant quantitative differences between the two groups. Comprehension dropped significantly for the experimental group, but eye-movement patterns were not consistently affected.—R. B. Ammons (San Diego).
715. Wilder, J. Psychological problems in hypoglycemia. *Amer. J. digest. Dis.*, 1943, 10, 428-435.
716. Wilkinson, O., & Wilkinson, R. W. Strabismus; its etiology and treatment. (2nd ed.) Boston: Meador, 1943. Pp. 369. \$4.00.—A history of the treatment of strabismus is followed by chapters on the etiology, anatomy, physiology, classification, measurement, and operative and nonoperative treatment of strabismus. The importance of early recognition and treatment of the cross-eyed child is emphasized. Several individual cases of strabismus are described and illustrated with the aid of photographs taken before and after treatment. There are 71 illustrations in the body of the text.—L. A. Riggs (Brown).
- [See also abstracts 664, 671, 678, 684, 688, 696, 719, 733, 740, 747, 753, 755, 757, 794, 806, 893, 896, 929, 930.]

PSYCHOANALYSIS, DREAMS, HYPNOSIS

717. Curtis, J. W. A study of the relationship between hypnotic susceptibility and intelligence. *J. exp. Psychol.*, 1943, 33, 337-339.—Scores were obtained from 32 subjects for intelligence (Stanford-Binet) and for hypnotic susceptibility. The correlation coefficient obtained from these data was .502, with a standard error of .180.—*M. J. Zigler* (Wellesley).

718. Eysenck, H. J. Suggestibility. *Lancet*, 1943, 244, 503.—Abstract.

719. Hardcastle, D. N. Sleep, dreams and terrors. *Lancet*, 1943, 244, 509.—Abstract.

720. Nielsen, J. M. Diagnostic value of hallucinations. *Bull. Los Angeles neurol. Soc.*, 1943, 8, 35-42.—"Inasmuch as hallucinations are merely activity in the cerebral cortical areas of recall, their occurrence in a given case must be analyzed as to physical, chemical, toxic, volitional or subconsciously motivated origin or purpose. They do not necessarily have any psychotic significance even when accompanied by delusions of their reality."—*D. K. Spelt* (Mary Baldwin).

721. Thouless, R. H., & Wiesner, B. P. Psi phenomena. *Lancet*, 1943, 244, 503.—Abstract.

[See also abstracts 762, 775.]

FUNCTIONAL DISORDERS

722. Andratschke, B., & Rogerson, C. H. Mild depressive psychosis. *Brit. med. J.*, 1943, 1, 780-783.—On the basis of a survey of 100 cases of mild depressive psychosis, it is stated that patients are likely to be of either sex and of any age past puberty. Most will complain of a number of physical symptoms, and only half will spontaneously report depression. Half of the cases were formerly of conscientious perfectionist nature, and three fourths show definite precipitatory psychological factors, chiefly chronic stress. Previous attacks occur in half of the patients over 40 years of age. A diurnal rhythm and insomnia are frequent. Loss of weight, amenorrhoea, and lack of sexual feeling are common results. Duration ranges from a few days to several years and is hard to predict. Remission is gradual, unless electric shock therapy is used. Shock therapy results in rapid improvement and is highly recommended, especially for mild types. In most cases, however, shock therapy must be followed by psychotherapy.—*D. A. Grant* (Wisconsin).

723. [Anon.] Teaching of psychiatry. *Lancet*, 1943, 245, 553.—This article discusses changes in the approach to the psychological and social aspects of disease in the last 20 years, with particular reference to the teaching of psychiatry. "Psychiatry has grown beyond the stage at which the student's needs could be served by a dozen lecture-demonstrations at a mental hospital: his training in it must now rank among the most important parts of the curriculum."—*C. K. Trueblood* (Cambridge, Mass.).

724. Artz, G. M. Environmental factors in the readjustment of patients with catatonic dementia praecox. *Smith Coll. Stud. soc. Work*, 1943, 14, 253-254.—Abstract.

725. Ballantyne, A. J. [Chm.] Discussion on war injuries in relation to ophthalmology and neurosurgery. *Proc. R. Soc. Med.*, 1942, 35, 753-758. Also *Optom. Wkly*, 1943, 34, 1238-1240.—This discussion comprehensively covers the organic and functional disorders of vision resulting from war injuries. The discussion of the disorders of the higher visual functions which depend upon the integrity of the parieto-occipital region of the brain covers the following topics: (1) alexia; (2) visual object-agnosia; (3) loss of topographical memory; (4) loss of visual imagery; (5) defective visual localization in space; (6) visual inattention; and, (7) agnosia for one half of space.—*J. E. Zerga* (War Manpower Commission).

726. Billings, E. G. The recognition, prevention, and treatment of personality disorders in soldiers. *Army med. Bull.*, 1941, No. 58, 1-37.—Billings attempts in 37 pages to present a field manual of psychiatry for non-psychiatrically trained medical officers working in collaboration with line officers. He covers problems of enlisted men and officers prior to induction through the various periods of army service, indicating the likelihood of occurrence of various types of disorders in each period as well as the psychological hazards and signs of incipient or established psychopathology. Various disorders with their more common psychosomatic manifestations are listed with the greatest amount of space devoted to the psychoneuroses. Major factors operative in prognosis are discussed, and experiences in World War I are drawn upon for a qualitative analysis of chances of recovery and return to active service. General and specific principles of treatment are presented, including prerequisites for successful treatment, therapeutic "don'ts," and an outline of psychotherapy in the theatre of operations, covering such measures as: indirect and symptomatic; supportive; sublimative; direct; suggestive; and brief analysis. A section summarizing general methods for prevention of psychiatric disorders concludes the article.—*R. W. Beebe* (Child Study Center of Maryland).

727. Brown, S. F. An analysis of certain data concerning loci of 'stutterings' from the viewpoint of general semantics. *Pap. Amer. Congr. gen. Semant.*, 1943, 2, 194-199.

728. Campbell, D. G. Neuropsychiatric foundations and clinical applications of general semantics. *Pap. Amer. Congr. gen. Semant.*, 1943, 2, 117-134.

729. Carmichael, F. A. The family physician and the psychoneuroses. *J. Kans. med. Soc.*, 1942, 43, 333-335.

730. Cleckley, H. Semantic dementia and semi-suicide: a mask of sanity. *Pap. Amer. Congr. gen. Semant.*, 1943, 2, 150-155.

731. Cohen, R. R. Mental hygiene for the trainee. *Amer. J. Psychiat.*, 1943, 100, 62-71.—A report is given on the application of a new method of mental hygiene to new trainees. Three steps were involved: (1) an explanatory talk to all noncommissioned cadres and company officers of the experimental company; (2) mental hygiene talks, lasting approximately 15 minutes, which were given consecutively to all men of the experimental company on the first four days of their basic training period; and (3) one

conference each week during the basic training period to discuss individual trainee problems. This new method "appears to have definite practical value in creating rapid normal military adjustment by building up good morale in new trainees."—*J. E. Zerga* (War Manpower Commission).

732. Curran, D., & Guttman, E. *Psychological medicine; a short introduction to psychiatry*. Edinburgh: Livingstone, 1943. Pp. viii + 188. 10s. 6d.—This text book of psychiatry is intended primarily for the general practitioner. It is concerned mainly with the immediate and practical aspects of the diagnosis, prognosis, and treatment, and not with the detailed and theoretical study, of mental disorder. The relationship is stressed of the more purely psychogenic etiology and symptoms to physical and constitutional factors. Case taking and treatment are described from the practical point of view; and constitutional anomalies, organic syndromes, drug addictions, schizophrenia, affective reaction types, and hysterical reactions are then treated separately. There is an appendix on wartime psychiatry.—*M. D. Vernon* (Cambridge, England).

733. Dessoff, J. The eye and related functional disturbances. *Med. Ann. Dist. Columbia*, 1943, 12, 97-101.—Dessoff discusses some psychosomatic disturbances as they affect the eye. Presbyopia, for example, is often the cause of hypochondriasis and mild depression because it is inescapable evidence of increasing age. When these patients become reconciled to the change and vision is restored by glasses, they return to their usual mental state. The relationship between acquired blindness and mental disease is closer than usually supposed, and restoration of vision through operation (cataract) can bring the mental condition to normal. The effects and management of crossed eye-hand dominance in children are reviewed. Preschool examination should be required to discover the condition, and the child should be converted, if possible, to unilateral dominance.—*M. E. Morse* (Baltimore, Md.).

734. Ebaugh, F. G. Major psychiatric considerations in a service command. *Amer. J. Psychiat.*, 1943, 100, 28-33.—The importance of the problem of selection is exemplified by the psychiatric casualties of World War I: 52.6% of all rejected cases were eliminated in the first month of service, 86.7% having been eliminated by the end of the sixth month of service. In the replacement training center the psychiatrist, psychologist, and psychiatric social service worker deal chiefly with the following problems: "mental deficiency; illiteracy; physical defects; conduct disorders such as alcoholism; frequent absences without official leave and suspected malingering, although the latter is rare; psychoneuroses; psychosomatic problems; emotional disorders as shown by worry, homesickness, fear, sadness, irritability, aggressiveness, etc.; and potential psychoses."—*J. E. Zerga* (War Manpower Commission).

735. Freedman, H. L. The services of the military mental hygiene unit. *Amer. J. Psychiat.*, 1943, 100, 34-40.—The philosophy of the mental hygiene unit is to serve the army and also serve the individual soldier, sensitively and professionally. It serves the army by making adequate use of manpower, and it

serves the man by placing him where his talents and abilities may be most freely mobilized.—*J. E. Zerga* (War Manpower Commission).

736. Freedman, H. L. The unique structure and function of the mental-hygiene unit in the Army. *Ment. Hyg.*, N. Y., 1943, 27, 608-653.—This is a further description of the clinical team—psychiatrist, psychiatric social worker, psychologist—which functions as a line, not staff, unit under the commanding general, Signal Corps Replacement Training Center, Fort Monmouth, New Jersey. Described are the duties of the various officers, including a list of psychological tests used and a percentage analysis of cases over an 18-month period. Illustrated with case histories are the unit's analyses of various problems of discharge for unsuitability for military service, courts-martial, emotional problems, psychosomatic limitations, etc.—*W. L. Wilkins* (U. S. Naval Reserve).

737. Friedman, M. Previous personality traits of soldiers who became psychotic. *Smith Coll. Stud. soc. Work*, 1943, 14, 255.—Abstract.

738. Goldstein, K. The psychosomatic problem: its significance for the physician. *Bull. New Engl. med. Cent.*, 1941, 3, 145-147.—"We should not consider psychological phenomena which we observe along with bodily changes to be only secondary. In investigation and description we must logically separate them, but psychic and physical phenomena are merely artificially segregated parts of a unit which represents a special condition of the whole organism. For example, in the case of peptic ulcer we cannot say which of the factors that play a part in the development of the disease—the nervous, chemical, physical, or the psychic—is the cause and which are the sequelae. We are confronted with a similar problem in therapy. We may act directly upon the psyche or upon the body, but in both cases we also act upon the organism as a whole."—*C. K. Trueblood* (Cambridge, Mass.).

739. Grebliovskii, M. Y. *Vnebolnichnaya psikhiatricheskaya pomoshch, ee organizatsia i zadachi*. (Extramural psychiatry, its organization and objectives.) Moscow: Narkomzdrav, Medgiz, 1941. Pp. 88.—[Abstracted review; original not seen.] The author is chief psychiatrist at the Moscow Mental Hygiene Clinic. The real development of extramural psychiatry in the USSR began in 1919, and in 1941 there were 719 neuropsychiatric clinics, of which 667 were parts of general medical clinics and 52 independent. The latter are large regional institutes, which, among other functions, provide in-patient care for acute cases, temporary care for patients who become disturbed during out-patient treatment, and day care for very neurotic patients. The book contains chapters on family care, occupational therapy, and medicolegal testimony. Psychiatric social work is not mentioned. Russia's psychiatric problems are somewhat similar to those of America, particularly the shortage of well-trained psychiatrists, the split between psychiatry and neurology, and the handling of child guidance. The author thinks that the latter is scattered among too many specialties and should be concentrated in mental hygiene clinics, which should include play

therapy, placement, and supervision of foster homes.—*M. E. Morse* (Baltimore, Md.).

740. Greene, J. S. Speech and voice disorders; etiology and therapeutic procedures. *Med. Rec.*, N. Y., 1943, 156, 599-601.—The various forms of dysphonia, dyslalia, dysarthria, dysphasia (or aphasia), and dysphemia are all briefly described and the therapeutic possibilities are indicated.—*M. H. Erickson* (Eloise Hospital).

741. Halloran, R. D., & Farrell, M. J. The function of neuropsychiatry in the Army. *Amer. J. Psychiat.*, 1943, 100, 14-20.—This article is a general discussion of some of the peculiar problems confronting the Army neuropsychiatrist and covers the following major topics: the value and use of neuropsychiatry; incidence of neuropsychiatric casualties; the types of neuropsychiatric casualties; the problem of detection and elimination; treatment; delinquency; morale; and, training in military neuropsychiatry.—*J. E. Zerga* (War Manpower Commission).

742. Haskell, R. H., & Strauss, A. A. One hundred institutionalized mental defectives in the Armed Forces. *Amer. J. ment. Def.*, 1943, 48, 67-71.—Through their families or directly from the boys, reports have been received by the Wayne County Training School, Northville, Michigan, on 100 parolees now in the Armed Service. This group is compared in mental rating, period of residence at the school, pre-delinquent behavior, and adjustment in the community with the school population as a whole. The most recent information (April, 1943) included only 84. Of these four had been discharged for medical reasons, five had been dishonorably discharged or convicted, and one boy had died in a hospital. Of the 74 known to have continued successfully in service, 23 had received promotion either in the Army or Navy, Marines or Air-Corps.—*S. Whiteside* (Cincinnati Public Schools).

743. Horder, C. D., & others. Discussion on functional nervous states in relation to service in the armed forces. *Proc. R. Soc. Med.*, 1943, 36, 253-260.—This is a panel discussion of the problem of functional nervous states in relation to service in the British armed forces—land, sea, and air. Some interesting figures are presented, for example: (1) During a 6-month period in the latter part of 1941 an average of some 1,300 men per month were discharged from the army on account of psychoneuroses; (2) of 251 flying personnel who broke down, 150, or 60%, showed a predisposition to psychoneuroses of at least a moderate degree; (3) of 256 ground personnel who developed psychoneuroses, 222, or 87%, showed a degree of predisposition which varied from "considerable" to "severe."—*J. E. Zerga* (War Manpower Commission).

744. Horton, R. Cases referred to a mental hygiene clinic by physicians. *Smith Coll. Stud. soc. Work*, 1943, 14, 234-235.—Abstract.

745. Johnson, W. The problem of stuttering from the point of view of general semantics. *Pap. Amer. Congr. gen. Semant.*, 1943, 2, 189-193.

746. Kraines, S. H. The adviser system—prophylactic psychiatry on a mass scale. *Ment. Hyg.*, N. Y., 1943, 27, 592-607.—Described is a system of non-

commissioned advisers initiated at the Tank Destroyer Replacement Training Center, Texas. These advisers, two to a company, are selected by the company commander, so that a qualified noncommissioned man will be available for those who prefer to bring their problems to an enlisted man rather than to the commanding officer. A psychiatrist guides the work of the advisers.—*W. L. Wilkins* (U. S. Naval Reserve).

747. Lettvin, J. Y., & Pitts, W. A mathematical theory of the affective psychoses. *Bull. math. Biophys.*, 1943, 5, 139-148.—The theory introduces two variables, ϕ and ψ . The first represents the intensity of emotion, the second measures the intensity of activity. A set of integrodifferential equations is assumed to govern the variation of ϕ and ψ with respect to time. Since for increasing values of ϕ the conduct of the organism varies from great impassivity through a normal level of feeling to extremes of a circular depression or catatonic excitement, whereas an increase of ψ results in a transition from stupor to manic excitement, the solutions of the equations represent quantitative specifications of different psychotic states.—(Courtesy *Bull. math. Biophys.*).

748. Lipschutz, L. S. Neuropsychiatry in a staging area. *Amer. J. Psychiat.*, 1943, 100, 47-53.—The staging area is the area in which troops are assembled immediately prior to embarkation. As such, it is an area of mental stress and becomes a test situation for those whose fears and insecurities are beyond control or adjustment. Consequently, the number of psychiatric casualties produced in such an area should be an accurate reflection of the efficiency with which the mentally unfit have been eliminated in the process of training.—*J. E. Zerga* (War Manpower Commission).

749. Loring, J. C. G. A psychology of the hard of hearing. *Bull. New Engl. med. Cent.*, 1940, 2, 44-45.—"In the therapy of disorders of personality resulting from difficulty in hearing, the patient should be treated as one who is mildly neurotic. He should be encouraged to be more spontaneous, to be unaffected, and to discover values of measurement within himself which stand comparison with those of society as a whole."—*C. K. Trueblood* (Cambridge, Mass.).

750. Martin, A. R. Recent trends in psychiatry of particular significance for religion. *Relig. Educ.*, 1943, 38, 131-142.

751. Menninger, W. C. The problem of the mentally retarded and the Army. *Amer. J. ment. Def.*, 1943, 48, 55-61.—"The army attempts to cope with the problems of psychological difficulties or inadequacies at four levels: the induction center, the reception center, the replacement training center, and the station and general hospitals." The draft board is authorized to reject cases of pronounced mental retardation. The author describes the setup to eliminate individuals unable to function effectively in the Army. Psychologists participate in the program at the first three levels, but "most of our army hospitals are not supplied with men trained in psychometric examination and consequently the psychiatrist himself is called upon to perform such tests as may be familiar to him." It is not the intention to eliminate individuals having a mild degree of

mental retardation, but any soldier with a mental age of 8 or less may be directly discharged.—S. Whiteside (Cincinnati Public Schools).

752. Mergener, J. C. General semantics and the problem of 'rapport' in psychiatry. *Pap. Amer. Congr. gen. Semant.*, 1943, 2, 166-174.

753. Moore, T. V. The nature and treatment of mental disorders. New York: Grune & Stratton, 1943. Pp. viii + 312. \$4.00.—This book is a treatise on clinical psychiatry and is intended for psychiatrists, physicians, medical students, nurses, and social workers. Part I, psychopathology, 4 chapters, discusses concepts of mental disorder and psychopathology and the nature of common phobias. Part II, therapy by psychological analysis, 2 chapters, discusses free association, dream analysis, and interpretative procedures. Part III, miscellaneous techniques, 8 chapters, covers various clinical psychiatric procedures in meeting the patient's personal, familial, situational, and environmental problems. Part IV, organic emotional disorders, 2 chapters, deals with the physiology of emotions and pharmacologic procedures. An appendix gives a classification of psychiatric entities.—M. H. Erickson (Eloise Hospital).

754. Murray, J. M. Psychiatry in the Army Air Forces. *Amer. J. Psychiat.*, 1943, 100, 21-24.—Psychiatric problems encountered in the Army Air Forces may be divided into three categories: "1. Selection of aviation cadets. 2. Mental hygiene in the ground crew members' training centers, known as the Technical Training Command Basic Training Centers. 3. Care of psychoneuroses which arise in the services and maintenance of personnel."—J. E. Zerga (War Manpower Commission).

755. Obermayer, M. E. Functional factors in common dermatoses. *J. Amer. med. Ass.*, 1943, 122, 862-864.—Existence of psychogenic factors in dermatoses seems more widely recognized in practice than in theory. Acarophobia, dermatitis factitia, generalized and localized pruritis, chronic recurrent urticaria and dyshidrosis, alopecia areata, herpes simplex, psoriasis, and acne, in that order, are among the dermatoses associated with emotional factors. The psychological factor is not necessarily solely responsible. British and German observers have shown that hypersensitivity to allergens often is a function of emotional tensions, and psychotherapy will often raise the allergy threshold. The allergy diathesis is probably constitutional, and two personality types have been found prominently among dermatosis patients: (1) a tense, ambitious, energetic, conscientious type, who may mask his tension in outward calm; and (2) an emotionally hypersensitive, shy, easily discouraged personality with conscious feelings of insecurity and inferiority. Intelligent sympathy and understanding are required in handling these patients, the majority of whom have only mild emotional disturbances. A balanced and relaxing routine of living, which incorporates vacation, exercise, rest, and in some cases, sedation, aids in handling these cases.—D. A. Grant (Wisconsin).

756. Page, J. D., & Landis, C. Trends in mental disease, 1910-1940. *J. abnorm. soc. Psychol.*, 1943, 38, 518-524.—Admissions to civil mental hospitals

in New York have increased slightly since 1910, although the admission rate in the age groups 20-59 has been constant. The increase is mainly due to increase in bed capacity and to increase in old age psychoses. The incidence of dementia praecox has remained even since 1920, but paresis and manic-depressive psychoses have decreased. War I and the depression of the 30's had no perceptible effects on admission rates, unless perhaps for senile disorders since 1930.—C. M. Harsh (Nebraska).

757. Paterson, A. Amnesia in altered states of consciousness. *Proc. R. Soc. Med.*, 1943, 36, 573-576.—The author reviews the behavior characteristics of a number of cases of amnesia precipitated by head injury, the onset of general paresis, epilepsy, emotional stress, and severe emotional trauma, stressing the important points of similarity between the different types of dissociated state regardless of their etiology. It is concluded that a closer study of the behavior actually displayed in amnesia cases of different etiology may open the road to a more satisfactory neuropsychiatry of amnesia.—J. E. Zerga (War Manpower Commission).

758. Pratt, J. H. The emotional origin of somatic symptoms. *Bull. New Engl. med. Cent.*, 1941, 3, 68-70.—The author notes that psychiatry was formerly looked upon "as a Cinderella in the medical family," and affirms the unjustness of this attitude. "Inasmuch as every physician treats sick persons, not diseases, he is dealing in every case with a personality disturbed by some agent acting injuriously. Hence, he is practising psychiatry, consciously or unconsciously, no matter what his specialty in medicine may be, and it behooves him to know something about it."—C. K. Trueblood (Cambridge, Mass.).

759. Putnam, T. J. Convulsive seizures, how to deal with them; a manual for patients, their families and friends. Philadelphia: Lippincott, 1943. Pp. xv + 168. \$2.00.

760. Reebel, K. R. Cases referred by schools to the Northern New Jersey Mental Hygiene Clinics. *Smith Coll. Stud. soc. Work*, 1943, 14, 236.—Abstract.

761. Rennie, T. A. C., & Small, S. M. Psychological aspects of chemical warfare. *Publ. Josiah Macy Jr Found.*, 1943, 1, 1-45.—A review of the literature shows that fewer physical disabilities are produced by chemical warfare agents than by other weapons. The psychiatric disabilities are far more common. A counter-campaign of education concerning the true status of chemical warfare should do much to reduce the psychological effects of this agent. 87-item bibliography.—C. Pfaffman (U. S. Naval Reserve).

762. Roberts, W. W. The death-instinct in morbid anxiety. *J. R. Army med. Cps*, 1943, 81, 61-73.—Roberts applies Freud's concept of death-instinct involving the repetitive-compulsive principle to cases of morbid anxiety developing out of battle stress, and concludes that the death-instinct plays an important role in their production. He presents evidence for this conclusion through an analysis of several specific cases of battle casualty. Battle dreams, recurrent hypnagogic hallucinatory states, aggression, and acute reaction are considered in detail, and each is explained in terms of the con-

cealed but dynamic death-instinct. The course and symptomatology of a typical anxiety case are described. Acute panic is interpreted as the interlocking of the normal mechanism of flight or hiding with a countervailing impulse in the opposite direction, while chronic anxiety is regarded as perpetual conflict between the death-instinct and the flight impulse with its congeries of symptoms grouped under fear.—R. W. Beebe (Child Study Center of Maryland).

763. Rogerson, C. H. Psychological factors in asthma. *Brit. med. J.*, 1943, 1, 406-407.—Asthmatic children are reported to have statistically significantly higher average IQ's than nonsufferers. Observation revealed more nervousness, restlessness, excitability, aggressiveness, and fearfulness among asthmatic children than among other children. The parent-child relation is important. The asthmatic child appears to be repressed and submissive with an air of subdued tension. Actually he makes great demands upon his parents and manipulates them skillfully, but this leads ultimately to increased frustration. The asthmatic personality is merely a psychological expression of the patient's physical traits of abnormal sensitiveness and irritability. The asthmatic attack is usually a sign of psychological conflict and tension. The attacks serve to set up a vicious circle which increases anxiety and tension. The most important role of psychological factors is, however, rendering the organism more sensitive to the operation of the physical factors which produce the attack.—D. A. Grant (Wisconsin).

764. Russo, S. Chronophobia: a prison neurosis. *Ment. Hyg., N. Y.*, 1943, 27, 581-591.—Etiology of chronophobia, which is a counterpart of agoraphobia and claustrophobia, with the inmate being afraid of time rather than space, lies in a transitional state of the sentence, as realization of the true duration of a sentence does not come immediately. Symptomatic treatment is discussed. Where there is claustrophobia there may also be chronophobia.—W. L. Wilkins (U. S. Naval Reserve).

765. Saul, L. J. Some aspects of psychiatry in the training station. *Amer. J. Psychiat.*, 1943, 100, 74-79.—This is a general discussion of the purpose, organization, and operation of the psychiatric unit in a naval training station. Also discussed are some of the problems of the unit—"in particular screening, including the use of the questionnaire, criteria for disposition, malingering, correlations of accumulating data, therapy, the maintenance of the scientific level and efficiency of the staff, and the integration of clinical psychiatry with the life and activities of the station."—J. E. Zerga (War Manpower Commission).

766. Shaw, E. Social adjustment of men discharged from the armed forces for neuropsychiatric reasons. *Smith Coll. Stud. soc. Work*, 1943, 14, 255-256.—Abstract.

767. Sprague, G. S. Criteria for psychoses. *Dis. nerv. Syst.*, 1943, 4, 269-273.—As a result of his complex development, man has learned to use long-circuiting processes and has developed mental activity as a method of dealing symbolically with the nonpresent. It is necessary, however, that we differentiate between the nonexistent plot of the

psychotic patient and the nonexistent machine of the business man. The ordinary criteria for psychoses, such as reality, erroneous belief, etc., are not enough to diagnose psychosis; erroneous conduct is a better criterion, and this is largely dependent on the age and the culture in which the individual lives. The demands of modern war, necessitating a sharp revision of peacetime conduct standards, may superficially appear to require psychotic behavior of the soldier. But when such a war is an adequate and realistic reaction to external fact, rather than a ruthless expression of cruelty, it may be regarded as a "... healthy reaction pattern, in that its objectives are those of harmonizing facts to the greatest stability, efficiency and happiness of society."—C. E. Henry (U. S. Naval Reserve).

768. Stearns, A. W. Psychiatric examination of recruits. *Bull. New Engl. med. Cent.*, 1941, 3, 133-136.—The author reviews the various psychiatric considerations involved in the selection of recruits who "if accepted will be most likely to be healthy and fit when actually needed for military operations."—C. K. Trueblood (Cambridge, Mass.).

769. Tahl, T. Pertinent factors in seventy-two neuropsychiatric casualties overseas. *Smith Coll. Stud. soc. Work*, 1943, 14, 256.—Abstract.

770. Tennes, L. G. Some comments on the mongoloid. *Amer. J. ment. Def.*, 1943, 48, 46-48.—Subjects for the study consisted of three groups: (1) inmates of institutions throughout the U. S. who were classified as mongoloid; (2) new admissions classified as mongoloid at the Rome State School, Rome, New York, 1936-41; and (3) non-mongoloid inmates of the Lynchburg State Colony, Lynchburg, Virginia. There appears to be a direct relationship between the degrees of physical stigmata and the CA. The prognosis of a long CA seems to be in inverse proportion to the degree of stigmata; a higher MA is in direct proportion to the CA until the adult level is reached; and from the age of 18 onward the MA will decrease rapidly with the increase in CA, probably as the result of deterioration. It is recommended that the suggestion of Benda be adopted, that the terms idiot and imbecile wherein the mongoloid is concerned be dropped and the term mongoloid deficiency substituted in their place.—S. Whiteside (Cincinnati Public Schools).

771. Tomkins, S. S. [Ed.] Contemporary psychopathology: a source book. Cambridge, Mass.: Harvard University Press, 1943. Pp. xi + 600. \$5.00.—The book contains 45 articles, by 54 authors, selected chiefly from the current literature since 1940, with special attention given to speculative, clinical, or experimental studies dealing with problems of dynamics, genesis, and causation. The papers are grouped under the following headings: mental disease in childhood (7 articles); psychoneuroses and psychosomatic medicine (10 articles); the schizophrenic psychoses (13 articles); and experimental psychopathology (15 articles).—M. H. Erickson (Eloise Hospital).

772. Tuthill, C. E. A quantitative study of extentional agreement with special reference to 'stuttering.' *Pap. Amer. Congr. gen. Semant.*, 1943, 2, 200-204.

773. Tuthill, D. D. An investigative approach to the problem of onset of stuttering. *Pap. Amer. Congr. gen. Semant.*, 1943, 2, 205-208.

774. White, R. R. The social services in the state hospitals of Illinois. *Ment. Hyg., N. Y.*, 1943, 27, 554-573.—Described are the purposes, organization, and functions of the social service department of the Elgin State Hospital.—W. L. Wilkins (U. S. Naval Reserve).

775. Wyatt, G. L. Voice disorders and personality conflicts. *Dis. Eye etc. Throat*, 1941, 1, 211-218.—Distinctions are drawn between organic, genuine functional voice disturbances and those which are functional but of a neurotic character, with a major part of the discussion devoted to the latter. Seven cases treated by the author are presented in some detail. Some of the psychoanalytic contributions to the theory and therapy of voice disorders are discussed and suggestions made for further research. Voice, like any other bodily function, is considered a vehicle for the expression of conflict. Emphasis is placed on the fact that the meaning of a symptom differs with different individuals and necessitates individualized treatment.—R. W. Beebe (Child Study Center of Maryland).

[See also abstracts 653, 655, 663, 667, 697, 715, 781, 782, 789, 794, 799, 806, 824, 841, 843, 848, 852, 878, 883, 900, 907, 909, 910, 913, 918, 920, 923, 936, 946, 949.]

PERSONALITY AND CHARACTER

776. Cattell, R. B. The description of personality: basic traits resolved into clusters. *J. abnorm. soc. Psychol.*, 1943, 38, 476-506.—Results of factor analyses of personality have been inconsistent because of the use of different measures (ratings, behavior, questionnaires), biases of investigators, limited sampling of subjects and of aspects of personality, and varying naming of traits. The writer suggests that these difficulties may be overcome by a factor analysis of the entire 'sphere' of trait names, on the argument that these adequately represent personality. By grouping synonyms and opposites, Allport and Odbert's list of trait names was reduced to 150 categories, to which were added the names of 10 special abilities and 11 special interests. One hundred adults representative of the general population were each rated by an intimate as to whether the subject was above or below average on each trait. Tetrachoric correlations of the 171 traits were surveyed for clusters in which items intercorrelated above .45. Sixty such clusters are listed and interpretations deferred.—C. M. Harsh (Nebraska).

777. Guilford, J. P., & Martin, H. G. The Guilford-Martin personnel inventory I. Beverly Hills, Calif.: Sheridan Supply Co., 1943. 100 copies, \$10.00; specimen set, with scoring keys, \$0.50.—The test was designed "to assist supervisors of workers in business and industry to single out and to diagnose those individuals who are personally maladjusted in their jobs, particularly those who are discontented and likely to become troublemakers" and to "extend the list of temperamental traits already assessed by Guilford's 'Inventory of Factors S T D C R' [see 16: 639]. The temperamental

area covered by the new inventory may be roughly designated by the term 'paranoid,' though only the extreme symptoms deserve that appellation borrowed from psychopathology." The traits measured by the 150 yes—?—no questions are O (objectivity), Ag (agreeableness), and Co (co-operativeness). Reliability, validity, administration, scoring, and interpretation are discussed in the two-page manual. A table is presented by which raw scores are converted into C-scores (scaled scores).—L. H. McCabe (Cambridge, Mass.).

778. Guilford, J. P., & Martin, H. G. The Guilford-Martin inventory of factors G A M I N. Beverly Hills, Calif.: Sheridan Supply Co., 1943. 100 copies, \$10.00; specimen set, with scoring keys, \$0.50.—This inventory adds five more temperament variables to the eight already measured by the two preceding tests of this series (see 16: 639; 18: 777): G, general pressure for overt activity; A, ascendancy in social situations as opposed to submissiveness, leadership qualities; M, masculinity of attitudes and interests as opposed to femininity; I, lack of inferiority feelings, self-confidence; and N, lack of nervous tenseness and irritability. The test is made up of 270 yes—?—no questions, is best administered to subjects individually or in small groups, and is usually finished within 45 minutes. In the two-page manual are discussed the construction of the inventory, reliability (ranging from .85 to .91 for the different traits), intercorrelations, validity of trait M, installation of the inventory as part of a personnel program, administration, scoring (table for converting raw scores into C-scores given), and interpretation.—L. H. McCabe (Cambridge, Mass.).

779. Guilford, J. P., & Martin, H. G. The Guilford-Martin temperament profile chart. Beverly Hills, Calif.: Sheridan Supply Co., 1943. 100 copies, \$1.00.—This chart is prepared for the graphic presentation of C-scores (scaled scores) on the 13 temperament traits from the Guilford and Guilford-Martin inventories: Factors S, T, D, C, R, G, A, M, I, N, O, Co, and Ag.—L. H. McCabe (Cambridge, Mass.).

780. Hertzman, M., & Margulies, H. Developmental changes as reflected in Rorschach test responses. *J. genet. Psychol.*, 1943, 62, 189-215.—The Rorschach Ink-Blot Test was given to a group of 60 junior high school boys, average age 13 years 9 months, and a group of 62 male college students, average age 19 years 4 months, the groups having been equated for IQ, academic status, and socioeconomic and cultural background. The older group gave more responses and patterned them differently, making more use of rare details, producing more human movement and color responses, and giving more differentiated Rorschach patterns. The younger group showed more whole responses, greater excess of movement over color responses (thus showing more introverted tendencies), larger ratios of whole to human movement responses, and a greater number of neurotic signs. The results pointed to the need of interpreting these signs in terms of a developmental picture.—R. B. Ammons (San Diego).

781. Levine, K. N. A comparison of graphic Rorschach productions with scoring categories of the

verbal Rorschach record in normal states, organic brain disease, neurotic and psychotic disorders. *Arch. Psychol.*, N. Y., 1943, No. 282. Pp. 63.—This is an investigation of the relationship between graphic and verbal Rorschach performance in subjects selected to cover the total range of graphic variability and a wide range of verbal variability on this test. (The graphic method is presented in detail.) A total of 85 mental hospital patients and staff members served as subjects. Each of 14 Rorschach scoring categories was compared with each of 17 graphic Rorschach scores. Factors in the former varied in the frequency with which they paralleled graphic scorings. In order, from greatest to least concurrence, were the following scorings on the two tests: location of response, use of popular concept, total number of movement responses, and shifts in per cent of responses to cards VIII, IX, and X. The separate graphic test factors were also found to relate to verbal performance with varying frequency. Less correspondence was found between total graphic scores and the verbal record than for measures within any single scale. In normal subjects, no single graphic scale was significantly related to the verbal record, although total scores showed some relationships.—C. E. Buxton (Iowa).

782. Maskin, M. H., & Altman, L. L. *Military psychodynamics; psychological factors in the transition from civilian to soldier.* *Psychiatry*, 1943, 6, 263-269.—Discussion is given of the sociological and psychological characteristics of army life in an attempt to assay its assets and debits for the personality and to investigate the psychodynamics in the transition of certain personality patterns from civilian to military status. Topical headings are: (1) the disorganizing aspects of military life, covering submission-dominance, obsessive-repetition, socio-sexual frustration, ego frustration, ethico-moral degradation, and physiologic factors; and (2) compensating aspects of military life, covering relinquishment of civilian anxiety, excitement and change, new meaningfulness, virility, vicarious revenge and maso-sadism, prestige, feminine emancipation, and maturation.—M. H. Erickson (Eloise Hospital).

783. Maslow, A. H. *The authoritarian character structure.* *J. soc. Psychol.*, 1943, 18, 401-411.—The typical authoritarian character structure is discussed in relation to the following headings: the world view; the tendency to hierarchy; the generalization of superiority-inferiority; drive for power; hostility, hatred, prejudice; judging by externals and by internals; single or multiple scales of value; the identification of kindness with weakness; the tendency to use people; the sadistic-masochistic tendency; the possibility of satisfaction; guilt feelings and conflict.—F. W. Finger (Virginia).

784. Shuey, A. M. *The reliability of the Wilke Personality Rating Scale.* *J. educ. Psychol.*, 1943, 34, 373-377.—The records of 182 students, all of whom had been rated at least four times on the Wilke Personality Rating Scale, were selected at random from Washington Square College files. Reliability of each trait was determined by finding the product moment coefficient of correlation for the students' average ratings by odd raters with their averages of ratings by even raters. These

coefficients ranged between 57 and 70, making the reliability of total ratings, by the Spearman-Brown formula, 73 to 82. To secure reliability adequate to justify individual differentiation by this scale, average ratings from 19 or 20 judges would be required.—E. B. Mallory (Wellesley).

[See also abstracts 683, 688, 737, 755, 789, 801, 824, 840, 846, 847, 849, 856, 857, 875, 911, 916, 930, 933, 935, 945, 948.]

GENERAL SOCIAL PROCESSES

(incl. Esthetics)

785. Alexander, F. *Peace aims.* *Amer. J. Orthopsychiat.*, 1943, 13, 571-581.—The most obvious peace aim would appear to be the establishment of a durable peace. Neither history nor psychology contradicts the possibility of such a peace. Man is aggressive but war is not the only outlet for aggression. Human aggressiveness can be mitigated by the methods of upbringing in the home, nursery, and schools. The great future task of education is the emotional preparation of man for life in a democratic order. Education is a long-term program which requires peace. Therefore peace must be protected in the meantime and, if necessary, by armed force. Psychology and its application to education will have to play the same role in the coming century of the common man as the natural sciences and technology played in the past century of the machine.—R. E. Perl (New York City).

786. Bas, J. I. *Orígenes y evolución de la familia y del matrimonio.* (Origin and evolution of the family and marriage.) *Rev. Univ. Cordoba*, 1942, 39, 171-185.

787. Benedict, R., & Weltfish, G. *The races of mankind.* *Publ. Affairs Pamphl.*, 1943, No. 85. Pp. 31.—The authors discuss the fallacies of the race myth and the steps being taken in the United States to dispel race prejudices.—H. F. Rothe (Minnesota).

788. Bennett, J. W. *Food and social status in a rural society.* *Amer. sociol. Rev.*, 1943, 8, 561-569.—"In a particular rural-to-urban, sacred-secular change, one of the transitional features is the development of a status system based upon economic position, stimulated by the desire for security in an insecure economy. One of the important symbols of status, and of aspiration for higher status, is food. Its psychological and symbolic functions in the status-prestige structure of an Ohio riverbottoms culture are analyzed in detail."—S. E. Asch (Brooklyn).

789. Bettelheim, B. *Individual and mass behavior in extreme situations.* *J. abnorm. soc. Psychol.*, 1943, 38, 417-452.—After three years the author reports his observations of prisoners in Dachau and Buchenwald (concentration camps) in 1938-1939. The purposes of the camps were (1) to break individuals into docile masses, (2) to terrorize and discourage group opposition to Nazism, (3) to train Gestapo men in methods of breaking human spirit, and (4) to study effects of the worst conditions of cruelty and slavery. As an ego defense the author used his training to study personality changes of

himself and others in adapting to extreme hardships. Criminals and politically educated internees withstood the shock best, whereas middle class internees disintegrated. Ego defenses were varied and extreme, with split personalities practically universal. The author outlines the Gestapo methods of destroying group spirit, developing childishness in internees, and preventing martyrdom. New prisoners were aggressive to friends and guards, interested in escape and in keeping their personalities intact. Old prisoners lost interest in world affairs, tried to keep peace in camp, feared adjusting to life outside of camp, and identified themselves with the Gestapo.—C. M. Harsh (Nebraska).

790. Blake, R., & Dennis, W. The development of stereotypes concerning the Negro. *J. abnorm. soc. Psychol.*, 1943, 38, 525-531.—White students in grades 4 to 11 of a Virginia school were asked to compare Negroes and whites on 60 traits. Younger students showed less agreement among themselves and often disagreed with the older students. It is suggested that young children first acquire a generally unfavorable attitude toward the Negro and are unwilling to attribute to him any good traits. With experience and age the students learn the adult stereotypes which allow the Negro some good traits of religion, cheerfulness, and dancing ability, although they are still predominantly unfavorable.—C. M. Harsh (Nebraska).

791. Bloch, H. A. A synthetic view of the social individual as a primary datum in sociology. *Amer. sociol. Rev.*, 1943, 8, 499-512.—A comprehensive schematism is proposed of the fundamental concepts of sociology, centering around the concept of the social individual.—S. E. Asch (Brooklyn).

792. Bloom, L. Familial adjustments of Japanese-Americans to relocation: first phase. *Amer. sociol. Rev.*, 1943, 8, 551-560.—"The removal of Japanese-Americans from the West Coast and their establishment in relocation centers came at a crucial time in the history of this minority because the *nisei* were just gaining status and the inter-generational conflict was sharply defined. The stresses fell most heavily on the family which is the predominant Japanese institutional form. The chief adaptive adjustments were made within the family as an organization and by persons as family members."—S. E. Asch (Brooklyn).

793. Boas, F. Recent anthropology. *Science*, 1943, 98, 311-314; 334-337.—Typical and important anthropological problems are discussed, among them the problems of types, race, the development of culture and culture types, etc. The author stresses the importance of language and the necessity for a thorough understanding of a given language in order to obtain accurate information. Modern anthropology is emphasizing the need for intimate observations on individual lives. Consideration is given to the methods used to obtain such data, such as autobiographical material, folk tales, and the events in the daily lives of people in the groups studied. The author points out the importance of a psychological approach to anthropological problems, but at the same time he observes errors he has found in the use of psychological methods as, for example, the uncritical use of intelligence tests, the assumption that

differences in bodily form must necessarily be correlated with some kind of behavior, and the failure to understand properly the meaning and uses of measurement.—F. A. Mole (Connecticut).

794. Brosin, H. W. Panic states and their treatment. *Amer. J. Psychiat.*, 1943, 100, 54-61.—Panic states are defined, and conditions favoring their occurrence and preventive means are presented. Most of the panic cases were recruited from the following groups: "(1) the mentally deficient; (2) the emotionally immature; (3) psychopathic personalities; (4) tension depressions."—J. E. Zerga (War Manpower Commission).

795. Burgess, E. W. Comment on Opler: Woman's social status and the forms of marriage. *Amer. J. Sociol.*, 1943, 49, 147-148.—The author questions Opler's hypothesis (see 18: 819) that polyandrous marriage necessarily is "associated with such social and economic conditions as promote an at least egalitarian position of women," and cites Opler's data as inadequate to support the hypothesis. The author, instead of abandoning McLennan's classical differentiation of the three forms of human marriage, as suggested by Opler, would reorient it in terms of ideal types of marriage in accordance with the methodology of Max Weber. As ideal types, the three forms have research value as standards for defining and measuring marriage phenomena.—D. L. Glick (American University).

796. Burgess, E. W., & Wallin, P. Homogamy in social characteristics. *Amer. J. Sociol.*, 1943, 49, 109-124.—Previous studies of homogamy show that married couples tend more to resemble than to differ from each other in physical and psychological traits. On the basis of data secured from 1000 engaged couples in the Chicago metropolitan area, the evidence on homogamy for social characteristics is presented. In all but 6 of the 51 social characteristics studied, the excess of the actual over the expected percentage of resemblance between members of the couple is statistically significant, although the tendency for homogamy varies for different social characteristics.—D. L. Glick (American University).

797. Cook, S. F. The conflict between the California Indian and white civilization. Vol. IV. Trends in marriage and divorce since 1850. Berkeley: University of California Press, 1943. Pp. 29. \$0.35.

798. Dudycha, G. J. A critical examination of the measurement of attitude toward war. *J. soc. Psychol.*, 1943, 18, 383-392.—Attitude measures suggest that the college student holds conflicting opinions concerning the various aspects of the war. The median score on one continuum thus fails to give an adequate picture of his attitude; it might be more satisfactory to attempt measurement in terms of several continua.—F. W. Finger (Virginia).

799. Dyer, E. D. The attitudes of a community toward foster family care for aged psychotics. *Smith Coll. Stud. soc. Work*, 1943, 14, 248-249.—Abstract.

800. Embree, J. F. The Japanese. *Smithson. Inst. War Backgr. Stud.*, 1943, No. 7. Pp. iv + 42.—A description is given of the social and historical aspects of Japanese culture which includes: origins, national social structure, the family and household,

life cycle, religion, and a concluding statement on our misconceptions of these people.—*L. M. Hanks, Jr.* (Bennington).

801. Eysenck, H. J. A study of human aversions and satisfactions, and their relation to age, sex, and temperament. *J. genet. Psychol.*, 1943, 62, 289-299.—To apply a method of direct comparison to the measurement of human aversions and satisfactions, 14 male and 14 female adult subjects separately judged a series of 25 statements of aversions and a series of 25 statements of satisfactions, ranging them on an 11-point continuum (0-10 points) and forcing them into the distribution 1, 1, 2, 3, 3, 5, 3, 3, 2, 1, 1. Rankings varied from 2.3 to 8.8, and standard errors from 1.38 to 3.08. Average intrascale correlations were .37 and .33. Judgments of aversions and satisfactions were unrelated. The effects of sex, age, introversion-extroversion, sociability, emotional dependence, and aggressiveness are analyzed.—*R. B. Ammons* (San Diego).

802. Gardner, L. P. A survey of the attitudes and activities of fathers. *J. genet. Psychol.*, 1943, 63, 15-53.—Three hundred fathers of above average age and socioeconomic status were interviewed for personal data, home situation, and response to a questionnaire dealing with their attitudes toward their own fathers, their wives, themselves as fathers, and their children. Fathers' responses are analyzed as to memories of their fathers' strengths and weaknesses, relation between their own and their fathers' attitudes, attitudes toward the mothers' care of children, and attitudes toward their children. Data concerning paternal guidance are analyzed for the age groups 1-5, 6-12, and 14-21 years.—*R. B. Ammons* (San Diego).

803. Gundlach, R. H. Assumptions and goals for social scientists. *J. soc. Psychol.*, 1943, 18, 367-369.—The present war is not only against our fascist enemies but also against fascist ideologies at home as well as abroad. Reorganization of institutions and of personality must occur, based on concepts of democratic brotherhood and universal freedom. The program must be planned now, involving political, economic, and social as well as military power.—*F. W. Finger* (Virginia).

804. Gurvitch, G. Is the antithesis of "moral man" and "immoral society" true? *Phil. Rev.*, N. Y., 1943, 52, 533-552.—An analysis of sociological and ethical concepts is made to show that "without moral philosophy sociology of morality is blind, and that without sociology of morality moral philosophy is empty."—*J. T. Baker* (Pennsylvania State College).

805. Hill, M. C., & Ackiss, T. D. Some ideological confusion among Negro college students. *J. Negro Educ.*, 1943, 12, 600-606.—The Social Understanding Inventory of the American Council on Education was administered to 100 Negro students attending Langston University. 22.2% of the responses to the items were in conformance with the key or composite opinion of the validating group; 21.1% treated facts as errors or errors as facts; and 48.4% accepted their "attitudinal preferences as facts." It was concluded that the "Negro college students give evidence of loose, uncritical, subjective, and sometimes deviate thinking." These manifesta-

tions of ideological confusion can be partly explained in terms of inferior racial status and undue emphasis on economic affluence as a desirable goal.—*A. Burton* (Calif. State Personnel Bd.).

806. Horton, D. The functions of alcohol in primitive societies: a cross-cultural study. *Quart. J. Stud. Alcohol*, 1943, 4, 199-320.—Data from the files of the Yale Cross-Cultural Survey showed adequate information on the drinking customs of 56 societies, distributed as to location and level of culture. It is found that the customary degree of insobriety of men in any society is positively associated with the type of subsistence economy: the more primitive the subsistence activity, the greater the degree of insobriety; and the customary degree of insobriety is positively associated with the measure of subsistence hazards, including hazards due to acculturation. Data are presented on types of beverage, age and sex differences and status differences, motivation, consequences of drinking, sexual behavior, aggression and social control of alcoholic aggression, anxiety and warfare, sorcery and insobriety, and patterns of drinking behavior. Bibliography of 257 references.—*W. L. Wilkins* (U. S. Naval Reserve).

807. Johnson, C. S., & others. To stem this tide: a survey of racial tension areas in the United States. Boston: Pilgrim Press, 1943. Pp. x + 142. \$0.50.—Racial conflict situations in the war crisis are reviewed in chapters entitled: racial tensions in industry, rural racial tension, friction on public carriers, race problems in housing, the racial cross currents of politics, lawlessness of the "law," and treatment of Negro soldiers. There are also analyses of Negro morale and the war, race relations and areas of racial tension, and postwar problems in prospect.—*E. L. Hartley* (Coll. City of New York).

808. Kay, L. W. The relation of personal frames of reference to social judgments. *Arch. Psychol.*, N. Y., 1943, No. 283. Pp. 53.—The major problem, determining the influence of individual frames of reference on social norms, had three integral parts: (1) establishing a norm by securing judgments of occupations on 5 scales; (2) relating degrees of preference for the occupations to the norms; and (3) studying the role of affectively toned experiences in relation to the second problem. Twelve common occupations were ranked on 5 scales—conscientiousness, idealism, intelligence, social usefulness, and stability of character—by a total of 106 subjects. All but 5 were also interviewed by the experimenter, preferences for and experiences with the occupations being determined at this time. Degree of preference affected judgments, but to a minor degree, as shown by correlations between rank and preference and correlations between scales formed by the subjects of contrasting preference. Ratings on intelligence were most clearly related to preference. Affectively toned experience was more important than preference in influencing the rankings, and this showed up most clearly in rankings for idealism. In general, a social norm seems to be a more important determiner of judgments of occupations than either of the two personal frames of reference, that is, preference or affective experience.—*C. E. Buxton* (Iowa).

809. Kornhauser, A. W. Chicago surveys concerning the public's beliefs and desires about the war. *J. soc. Psychol.*, 1943, 18, 371-382.—The report gives the results of several opinion polls concerning problems of public morale: expectations with regard to the war, beliefs about what we are fighting for, determination to see the war through, and desire to work toward that end. The need is apparent for creating more vivid, idealistic, and positive beliefs in the meaning and purpose of the war.—F. W. Finger (Virginia).

810. Lemert, E. M. Social participation and totalitarian war. *Amer. sociol. Rev.*, 1943, 8, 531-536.—"Total war requires planning of civilian as well as military activities. Yet our social control is unstable because of antiquated conceptions regarding individual participation. Citizens are more specialized in their interests and outlooks than traditional theory assumes, yet they are also more capable of individual resourcefulness, within the framework of a plan, than government practices encourage. Total war and also post-war society will demand greater use of this individual creativity, and also the adjustment of conflicting interests through group action and compromise rather than unrealistic, emotional identification."—S. E. Asch (Brooklyn).

811. Lippmann, W. An inquiry into the principles of the good society. (Rev. ed.) Boston: Little, Brown, 1943. Pp. 389. \$2.00.

812. Marks, E. S. Standardization of a race attitude test for Negro youth. *J. soc. Psychol.*, 1943, 18, 245-278.—Schedules of Negro attitudes toward whites and toward Negroes were developed. "The Thurstone method of attitude scaling proved of great value in item selection, while use of the Likert method allowed for a considerable simplification in scoring after the items had been selected. A combination of the two methods plus cluster analysis seems desirable."—F. W. Finger (Virginia).

813. McConnell, J. W. The evolution of social classes. Washington, D. C.: American Council on Public Affairs, 1942. Pp. x + 228. \$3.50.—After a review of anthropological contributions to knowledge of classes and their formation in primitive societies, an analysis is made of the classes in New Haven, Connecticut, against brief backgrounds of wider social and economic movements in America. Treatment is given the formation and evolution of classes in America, self-maintenance activities of workers, foresight in terms of spending and saving, methods of safeguarding source of income, avenues to economic advancement, political folkways, religious practices, family life and formal education, and the culture of social classes. Theories of social classes are briefly summarized.—R. B. Ammons (San Diego).

814. Mills, C. W. The professional ideology of social pathologists. *Amer. J. Sociol.*, 1943, 49, 165-180.—D. L. Glick (American University).

815. Morris, B. The aesthetic process. Evanston: Northwestern University, 1943. Pp. x + 189. \$2.25.—The aesthetic experience is essentially a process of arousal and fulfillment of anticipation through the progressive contemplation of the object. All arts are temporal in this sense. The principle of immanence is reinterpreted in terms, not of the

immediate sense-impression, but of processes, both retrospective and anticipatory. Since the aesthetic experience is essentially relational, the author objects to atomistic analyses. He maintains, furthermore, that the aesthetic process begins and ends in the intrinsic contemplation of the object and is to be distinguished from the simpler and more immediate emotional reactions to colors, lines, sounds, etc., which can be traced to conditioning and consequently differ with the individual. Art, on the other hand, is essentially social and transpersonal. Aesthetic purpose and meaning are explained in terms of an expectation which is set up and satisfied in the internal relationships of the aesthetic object, as in the announcement and development of a musical theme, rhythms of lines or colors, or the interweaving of action in a drama. Creation and appreciation are shown to be essentially identical processes, both consisting of the setting up and satisfactory resolution of the aesthetic purpose or problem. Material and formal beauty, beauty in nature, the ugly, the logic of art, and art criticism are all treated in terms of the author's conception of the aesthetic process.—A. Anastasi (Queens College).

816. Murphy, G. Can we build a satisfactory post-war world? *Amer. J. Orthopsychiat.*, 1943, 13, 581-590.—This is a discussion of certain peculiarities of American character today which in part determine the type of postwar world we shall build. The point is stressed that individualism (self-reliance, the lone-wolf attitude toward nature and one's fellows, the exultation in freedom) is as basic and as generalized in human society as is either the co-operative or the competitive attitude. This individualistic attitude, this firm ego structure, is a treacherous force confronting our society, for the self-reliant individual makes real to himself only a small orbit of immediate reality, yet persuades himself that he can judge any situation. This individualism has proved as dubious a weapon under present world conditions as it was a valuable weapon under pioneer conditions. The thing which a character structure such as ours chiefly needs to vitalize its utmost potential is a picture of its own self-realization in the immediate future. We must have a clear definition of the future to which we move.—R. E. Perl (New York City).

817. Myers, I. M. A. A study of anti-Negro prejudice. *J. Negro Educ.*, 1943, 12, 709-714.—This study was instituted to learn something of the anti-Negro prejudice existing among the members of a class in educational psychology and what effect class attendance would have on prejudice. Evidence was also sought on factors of age, field of work, subject taught, and place of residence. A list of 15 statements (e.g., I believe that Negroes should be discouraged from seeking education beyond high school) was administered at the third class meeting and repeated at the eighth. Ten hours of class lecture and assigned reading intervened between the two periods. The second administration showed a change from more liberal to less liberal on the part of the white students. However, the difference in the results of the two administrations may not be due to decrease liberalism but to an increase in honesty. Increasingly less liberal attitudes were manifested with increase in age. Southern students displayed

the greatest amount of prejudice and those from the middle Atlantic states the least.—*A. Burlon* (Calif. State Personnel Bd.).

818. O'Neale, L. M., & Dolores, J. Notes on Papago color designation. *Amer. Anthropol.*, 1943, 45, 387-397.—The Papago vocabulary of color names is shown to contain a limited range as compared with our own, although certain terms exist for which we have no equivalent. Modifying prefixes enable these people to speak of all colors, so that no question exists of their sensitivity to certain hues. The limits of the color terms were ascertained by means of colored papers.—*L. M. Hanks, Jr.* (Bennington).

819. Opler, M. K. Woman's social status and the forms of marriage. *Amer. J. Sociol.*, 1943, 49, 125-146.—Concerning the forms of marriage, much of our present-day terminology goes back to J. F. McLennan and Westermarck, both of whose limitations and bias are here discussed. Recent field work, which suggests a revision in both terminology and in thinking, provides data for the hypothesis that woman's social status and the sexual role accorded her in society are related facts which find expression in the rules and attitudes governing marital and extra-marital relations.—*D. L. Glick* (American University).

820. Ozanne, H. "Social character" as a sociological concept. *Amer. sociol. Rev.*, 1943, 8, 519-524.—An attempt is made to construct an acceptable definition of the term "social character."—*S. E. Asch* (Brooklyn).

821. Patterson, C. H. The Vineland Social Maturity Scale and some of its correlates. *J. gen. Psychol.*, 1943, 62, 275-287.—To measure the reliability and validity of the Vineland Social Maturity Scale, analysis was made of test results from routine testing of a group of 126 children, 6 months to 10 years of age, and of various subgroups. Test-retest correlations ranged from .34 to .87 ($N = 19$ to 51). Social quotients of a 6½ to 10-year-old group ($N = 32$) as measured with the mother as informant and within 6 months with the child as informant correlated .50. The SQ's of 20 children retested after 6 months by a different examiner correlated .85 with the original test. The curve of increase in raw scores of the total group is quite similar to Doll's standardization curve. In groups of 35-91 cases, correlations between social age and chronological age dropped from around .90 to around .60 with MA partialled out, indicating measurement of an aspect of maturity other than mental. The estimated correlation between the scale and the Joël Behavior Maturity Scale was .56. Correlation of social age with various nursery-school behavior ratings indicates that it measures at this level a trait of independence in motor ability manifested in self-help characteristics. Little relation was found with various rated environmental factors.—*R. B. Ammons* (San Diego).

822. Peterson, W. F. An expanded formulation of environment; some neglected factors in the personality-cultural complex: 'genius' and 'fatigue.' *Pap. Amer. Congr. gen. Semant.*, 1943, 2, 139-144.

823. Philpott, H. M. Conversion techniques used by the newer sects in the South. *Relig. Educ.*, 1943, 38, 174-179.

824. Porterfield, A. L. A century of frustration. *Social Sci.*, 1942, 17, 132-142.—The many obvious evidences of current frustrations are contrasted with twentieth century contributions to health, science, creature comforts, and the better life. An analysis of the historical, psychological, and cultural factors contributing to a sense of frustration follows in terms of the types of barriers faced by individuals. We must understand and use the same forces which now cause frustration to make possible creative personal adjustments and an integrated society, redirecting these forces and introducing new elements, which should include a re-education in cultural values.—*R. W. Beebe* (Child Study Center of Maryland).

825. Poteat, W. H. The theological student and the liquor question. *Quart. J. Stud. Alcohol*, 1943, 4, 195-198.—154 respondents in 9 seminaries as a group were teetotalers, favored prohibition in some form, and would deny access to alcoholic beverages to servicemen.—*W. L. Wilkins* (U. S. Naval Reserve).

826. Rhine, R. Explicit denotation in language: a psychological contribution to methods in the social sciences. *J. soc. Psychol.*, 1943, 18, 331-363.—F. H. Allport's theory of meaning and thinking is presented, with emphasis upon the concepts of explicit denotation and implicit denotation in relation to language. The methodological principles are demonstrated by reference to statements of Toynbee, Laski, Adams, Chase, and Hitler. Each is shown to use language, not of testable meaning, but of implicit and nontestable usage. Such implicit language usage as applied to human affairs may be characterized as frequently meaningless, ambiguous, and even false.—*F. W. Finger* (Virginia).

827. Sappenfield, B. R. Ideological agreement and disagreement among religious groups. *J. abnorm. soc. Psychol.*, 1943, 38, 532-539.—Catholic, Jewish, and Protestant college students were asked to rate the twenty most discriminating items of form J of the C-R Opinionnaire for the subjects' own attitudes and for his estimates of attitudes of the three religious groups. Catholics and Protestants differed significantly only on issues related to religious belief. As compared to Lentz's 1935 subjects, the present group was less conservative but had more respect for patriotic ideals, perhaps because of the greater threat from war. Students of different religious groups appear united in their belief in democratic institutions, which might aid the unity among such groups.—*C. M. Harsh* (Nebraska).

828. Shaw, G. H. Constructive potentials in the wartime situation. *Amer. J. Orthopsychiat.*, 1943, 13, 590-596.—The author analyzes many traditional American ideas to illustrate the point that on the ideological front mobilization has not begun. He points out that the war, through its very bitterness and by the compulsion which it is exerting on all of us to face and to think about those realities which are easily forgotten in time of peace, is affording us opportunities for fashioning a philosophy of life more solid and satisfactory than any we have known for years.—*R. E. Perl* (New York City).

829. Slotkin, J. S. Jazz and its forerunners as an example of acculturation. *Amer. sociol. Rev.*, 1943,

8, 570-575.—"In the nineteenth century white musicians took over a few characteristics of Negro music which they adapted to the tastes of the whites, but in the post-World War I period, not only had whites developed an understanding of Negro popular music which they adopted, but conversely, the Negro idiom has been affected by West European music through the influence of white jazz musicians."—S. E. Asch (Brooklyn).

830. Smith, M. E. A comparison of judgment of prejudice toward certain race-national groups before and since the entry of the United States into World War II. *J. soc. Psychol.*, 1943, 18, 393-400.—"Students at the University of Hawaii in 1938 and again in 1942 were asked to rank 20 race-national groups as to the degree of prejudice felt toward them by the average white American. . . . Apparently during the first year after the entry of the United States into the war, the students believed that the fact of a nation or race being friendly or at enmity with us was a much more important point in determining the amount of prejudice . . . then were other criteria such as color and antecedents as may have been considered in the rankings made in 1938."—F. W. Finger (Virginia).

831. Srinivas, M. N. Marriage and family in Mysore. Bombay: New Book Co., 1942. Pp. 218. Rs. 7-8.

832. Steward, J. H. Culture element distributions: XXIII. Northern and Gosiute Shoshoni. *Anthrop. Rec.*, 1943, 8, No. 3. Pp. 132.

833. Timmons, W. M. The influence of a dramatic production upon audience attitudes toward the play's thesis. *J. soc. Psychol.*, 1943, 18, 305-313.—One hundred and forty subjects expressed their attitude toward the thesis of a play (devotion to artistic creation divorced from commercialization) before and after having witnessed the play. These free expressions were rated by three judges on a 10-point scale of favorableness. It was found that for the audience as a whole there was a positive change in attitude, with students changing somewhat more than faculty members.—F. W. Finger (Virginia).

834. Timmons, W. M. Some outcomes of participation in dramatics: I. Introduction and attitude toward the play. *J. soc. Psychol.*, 1943, 18, 315-330.—Fifty-four university students expressed their attitude (through Dimmitt and Remmers' scale) toward O'Neill's *Ahl Wilderness* after one week of study and rehearsal. After 10 more weeks of coaching and rehearsal they expressed their opinions again. A comparison of scale scores revealed that the subjects' liking for the play decreased significantly in the course of the experiment.—F. W. Finger (Virginia).

835. Weckler, J. E., Jr. Polynesians: explorers of the Pacific. *Smithson. Inst. War Backgr. Stud.*, 1943. No. 6. Pp. 77.—An historical account is given of Polynesian culture starting with the migrations from Asia and continuing to the present day. Religion, social organization, and political life in the pre-European culture are described. The final section deals with questions of administrative policy with respect to economy, religion, education, and politics.—L. M. Hanks, Jr. (Bennington).

836. Witmer, H. L. Social work; an analysis of a social institution. New York: Farrar & Rinehart, 1942. Pp. xv + 539. \$3.00.—The book is a consequent development of the author's original attempt to write an introductory textbook on social work for undergraduate students. It aims "to discover what social work really is." The first part is concerned with the nature and function of social work, while the second part gives its evolution and present organization. In the third and last part, the author shows how the social work function is discharged. There is a short appendix section giving pertinent information on social work as a career.—K. S. Yum (Chicago).

[See also abstracts 643, 653, 656, 679, 687, 692, 708, 710, 712, 724, 727, 728, 730, 745, 750, 752, 761, 766, 767, 772, 773, 774, 816, 840, 847, 850, 852, 859, 863, 864, 876, 885, 890, 891, 909, 914, 919, 921, 927, 931, 933, 934, 936, 937, 938, 941, 943, 950, 952.]

CRIME AND DELINQUENCY

837. Glueck, S., & Glueck, E. Criminal careers in retrospect. New York: Commonwealth Fund, 1943. Pp. xiv + 380. \$3.50.—This is the study of the third follow-up period of men released from a reformatory in the years 1921 and 1922 (see also 11: 3835). Over the 15-year period since their release these men tended toward a more stable existence in terms of general community standards. More were living in a single community with their families, employed, and using their leisure to better advantage. The main divergence from this trend in the period under study accompanied the business depression of the thirties; wages, type of job, and job stability decreased and the number of arrests for certain offenses as drunkenness increased. The second part deals with success of intramural and extramural treatment as related to background characteristics of the individual. A more favorable background was associated with success on probation, parole, and regulation penal institutions. Less favored background favored success in jails, probation with suspended sentence, and military service. In the third part these materials are formulated into actuarial tables for predicting the chances of success for the varying kinds of treatment.—L. M. Hanks, Jr. (Bennington).

838. Riaboy, R. Prediction of recidivism in unmarried mothers. *Smith Coll. Stud. soc. Work*, 1943, 14, 267-268.—Abstract.

839. Sheehy, M. Changes in delinquency in Reading, Pa., between 1939 and 1943. *Smith Coll. Stud. soc. Work*, 1943, 14, 264-265.—Abstract.

840. Stearns, A. W. The personality of the criminal. *Bull. New Engl. med. Cent.*, 1940, 2, 22-23.—The author holds that the criminality of a person should be determined from the behavioristic point of view; that the personality of criminals is not different from that of other members of society; and that forces largely beyond the control of the individual play the leading role in the formation of the criminal personality.—C. K. Trueblood (Cambridge, Mass.).

[See also abstracts 764, 910.]

INDUSTRIAL AND PERSONNEL PROBLEMS

841. Baier, D. E. The marginally useful soldier. *Amer. J. ment. Def.*, 1943, 48, 62-66.—This paper considers only the soldier whose usefulness is marginal because of mental limitations. The author points out that when it became evident that a standardized screening program was necessary to prevent a bogging down of the Army's training program by such individuals, the War Department authorized the procurement of professionally trained psychologists to administer this program. A brief description of the development of the Visual Classification Test and the Army General Classification Test and criteria for validity are given.—S. Whiteside (Cincinnati Public Schools).

842. Carroll, P., Jr. Time study applied to cost control. *Advanc. Management*, 1943, 8, 147-152.—Time studies provide the measuring rods of performance and also aid in classifying many of the cost facts necessary for cost control. Time studies aid in cost control by (a) lessening the variations in cost by establishing performance standards and incentives, (b) setting standards in terms of which learners' progress can be appraised, and (c) separating the variations from the normal working conditions and thus making possible a comparison of the excess costs with the cost of eliminating or reducing variations. For conducting time studies of nonrepetitive work, the standard-data rather than the direct time-study method is recommended.—H. Moore (Stevenson & Kellogg, Toronto).

843. Cook, F., & Scott, J. C. The effective flight surgeon. *Contact, Pensacola*, 1943, 3, 185-190.—The authors stress the need for careful selection of aviation personnel particularly from the standpoint of the mental and emotional characteristics of the individual. Although there are no simple tests which can be used for this purpose, the experienced flight surgeon can arrive at a valid appraisal of the flight candidate's potentialities on the basis of knowledge gained through contact with fliers and their problems. Since the flight surgeon must be prepared to handle all sorts of mental and physical ailments, he should command the respect and confidence of all the men with whom he is associated. Such rapport can be established only if the flight surgeon maintains high professional and personal standards of behavior.—A. Chapanis (Wright Field).

844. Gleason, C. W. The use of Job Families for the physically handicapped. *Psychol. Bull.*, 1943, 40, 714-718.—Disabilities are divided into 11 types. The Job Families have been developed to give knowledge of the full range of tasks which each major type of physically impaired person might perform efficiently. Another type of Family covers all the usual occupations in a given industry and provides for each a recommendation as to its probable suitability for the employment of individuals with any one of the 11 types of physical impairment. Several Families have already been made available for the use of local employment services, i.e., recommendations for the principal occupations in each of a number of industries, such as explosives, tanks, gun sights, ordnance, ships, aircraft, and petroleum re-

fining. A sample treatment of the Aircraft Family is given.—F. McKinney (Missouri).

845. Goff, H. Industrial camouflage experiments. *Milit. Engr. Wash.*, 1943, 35, 126-129.

846. Halsey, G. D. Making and using service ratings. *Advanc. Management*, 1943, 8, 115-126.—This gives the rating form used by the Farm Credit Administration of Columbia, with some directions for its use. Ratings are on six qualities—quality, volume, knowledge of work, initiative, work attitude, and attitude towards others—with a maximum value of 30 each for the first two and 10 each for the other four. Other questions to indicate general rating and promotional possibilities are to be supplemented by comments from the rating supervisor and the reviewing rater. Ratings are made yearly by the supervisor, studied by the reviewing rater, and reviewed by an executive committee. The directions for the ratings include definitions of the qualities, suggestions for conducting ratings in the best way, directions for the rating supervisor, hints on how to follow up the results from the ratings, and some suggestions to supervisors and personnel men on how to teach correctly and how to care for the problem cases.—H. Moore (Stevenson & Kellogg, Toronto).

847. Heath, C. W., Woods, W. L., Brouha, L., Seltzer, C. C., & Bock, A. V. Personnel selection; a short method for selection of combat officers. *Ann. intern. Med.*, 1943, 19, 415-426.—The authors have developed a simple method of classifying persons found normal on mental and medical examinations. It is based on what they can do, not on a search for potential weaknesses. The principles are the same for all occupations, while the characteristics tested are those which make a person successful at a given task. The combat officer should have certain personality qualities for leadership and a physique which gives him presence and enables him to withstand hardship. These qualities are determined by the step test for estimating capacity for strenuous exercise; an informal general interview focusing on appearance, manner and speech; and inspection of body build for degree of masculinity, which has been found related to combat fitness. Men who are weak in masculine components, even within normal limits, are in general deficient in combat officership qualities and physical fitness, even after training.—M. E. Morse (Baltimore, Md.).

848. Hunt, W. A. Psychology in the selection of recruits at the U. S. Naval Training Station, Newport, Rhode Island. *Psychol. Bull.*, 1943, 40, 598-600.—Every recruit receives an individual interview with a psychiatrist who, if he feels that the recruit may be feeble-minded or illiterate, immediately refers him to a psychologist stationed in the receiving building. A brief 10-minute individual test for intelligence is then given. Additional tests may include the Wechsler-Bellevue, reading and language handicap tests, the Rorschach Ink Blots, and various educational tests. Research of the unit has included the study of improved screening methods, the importance of test scatter as a diagnostic aid, the detection of malingering, the use of neurotic inventories, and the usefulness of EEG in prognosis of head-injury cases.—F. McKinney (Missouri).

849. Kellum, W. E. Recent developments in selection of candidates for aviation training. *Amer. J. Psychiat.*, 1943, 100, 80-84.—This is a discussion of three tests, validated in the performance of over 3,000 cadets in training, used to select naval air cadets: (1) an aviation aptitude test (intelligence test) with the problems posed in an aviation setting; (2) a test of mechanical comprehension; and, (3) a biographical inventory which is a comprehensive survey of the individual's background, accomplishments, and interests.—J. E. Zerga (War Manpower Commission).

850. Kirkpatrick, F. H. Take the mind away. *Person. J.*, 1943, 22, 225-228.—Music seems to improve production on simple repetitive jobs. It relieves boredom, creates better morale, and lessens fatigue. The best type of music for any particular workroom or factory depends upon such factors as the age, sex, and national background of the workers.—M. B. Mitchell (U. S. Naval Reserve).

851. Libbey, C. O. Executive self-analysis. *Person. J.*, 1943, 22, 206-215.—Five questions are considered which an executive should be able to answer affirmatively if he wishes to run an efficient office: Does he have an open mind toward new thoughts? Is he unafraid to make decisions or to expand? Is he interested enough to keep up with current literature in his field? Is he willing to delegate responsibility so as not to get too enmeshed in details? Is he approachable?—M. B. Mitchell (U. S. Naval Reserve).

852. Morkovin, B. V. [Ed.] Rehabilitation and placement of the disabled; proceedings of California Conference of Social Work. Los Angeles: M. R. Miller, 1209 Crenshaw Blvd., 1943. Pp. 29. \$0.50.

853. Riegel, J. W. [Dir.] Personnel management in war industries. *Bull. Bur. industr. Relat., Univ. Mich.*, 1943, 14. Pp. 170.—This is a summary of 8 discussions conducted by various leaders in industrial relations in different companies. Discussion topics were: (a) filling manpower requirements, with suggestions for budgeting labor needs, simplifying jobs, using job analyses in selection, and maintaining an adequate work supply, (b) selecting and inducting new employees, with directions for each of the 11 steps in the selection and induction process, (c) training and upgrading manual workers, with discussions on how to select instructors and how to use vocational schools and the J.I.T. facilities, (d) developing skills in employees, with instruction plans for developing occupational skills, (e) selecting and developing foremen, with necessary qualifications, selection standards, and the essential skills to be developed, (f) wage and salary determination, using wage surveys and job evaluations as the basic tools, (g) wage stabilization and adjustment policies of the War Labor Board, and (h) methods of dealing with absenteeism.—H. Moore (Stevenson & Kellogg, Toronto).

854. Shartle, C. L., Dvorak, B. J., & others. Occupational analysis activities in the War Manpower Commission. *Psychol. Bull.*, 1943, 40, 701-713.—The Division of Occupational Analysis and Manning Tables in the Bureau of Manpower Utilization of the War Manpower Commission develops tools for use in the effective placement and utilization

of the nation's manpower. This article contains a chart showing the organization of this division and describes the occupational tools and the manner in which they are used. The use of Job Families (lists of occupations related to a single occupation) in transferring workers during critical periods, as well as the methods of developing the Families, is discussed. Another tool described is the Physical Demands Form to be used in placing physically handicapped workers. Volumes of special aids for use in placement of men discharged from the services are being prepared. Oral Trade Questions have been developed for over 200 occupations. Aptitude-test batteries have been developed for 170 occupations. Job descriptions have been issued in book form for 14 industries. The Manning Table (a personnel blueprint as an aid to manpower utilization in a plant and as a tool for planning withdrawals, recruiting, etc.) is a tool developed by the Division. The contribution of psychologists to this work is briefly delineated. The bibliography contains 54 titles which are largely references to Job Descriptions and Job Families.—F. McKinney (Missouri).

855. Steinmetz, H. C. Manual of industrial efficiency rating. Los Angeles: Harwood Co., 1943. Pp. 47. \$1.00.—This manual is designed as a practical handbook of information—focused upon a feasible, model rating scheme—for personnel workers and instructors and others interested in employee and student evaluation. It covers uses of observer rating, uses of self-rating, presentation of results, method of administration of the Harwood Industrial Efficiency Rating Scale as a sample of rating scales useful in industrial and vocational psychology, interpretations of results, record keeping of ratings, and methods of setting up a rating program.—R. B. Ammons (San Diego).

856. Sutherland, R. L. Worker indifference. *Person. J.*, 1943, 22, 201-205.—Worker indifference is a symptom caused by lack of a feeling of responsibility. A worker must have close associates who expect success from him. He should feel pride in being a part of a successful group and be given some responsibility in planning production.—M. B. Mitchell (U. S. Naval Reserve).

857. Sweetland, C. The adjustment of handicapped persons to their jobs in war time. *Smith Coll. Stud. soc. Work*, 1943, 14, 265-266.—Abstract.

[See also abstracts 653, 656, 663, 674, 726, 731, 732, 734, 735, 736, 737, 741, 743, 746, 748, 751, 754, 762, 765, 768, 769, 778, 782, 794, 871, 883, 884, 892, 907, 912, 922, 924.]

EDUCATIONAL PSYCHOLOGY

(incl. Vocational Guidance)

858. Barr, A. S., & Harris, A. E. Barr-Harris teacher's performance record. (Rev. ed.) Madison, Wis.: Journal of Experimental Education, 1943. 100 copies, \$5.00; manual, \$0.15.—(See 15: 4372.) This record blank "is prepared to assist supervisors in the evaluation and improvement of the teacher's performance in the classroom. It may be used either for the in-service or institutional training of teachers; as a guide to the study and analysis of the teaching of others or as an instrument of self analysis

and improvement of one's own teaching; and as a teaching or evaluating device in the education of teachers." The blank is planned to provide a record of the observable behavior of teachers and pupils and the data necessary for an evaluation of what is observed. There is space for recording teacher and pupil activities. "To evaluate these one must have data relative to teacher and pupil purposes (objectives), the principles of learning and teaching that one holds to be true, and pertinent facts concerning the immediate learning-teaching situation." Space is given also for recording entries relative to the evaluation of teacher and pupil activity. A scale for evaluating the personal fitness of the teacher is also provided.—*L. H. McCabe* (Cambridge, Mass.).

859. **Berdie, R. F.** Factors associated with vocational interests. *J. educ. Psychol.*, 1943, 34, 257-277.—In order to study the genetic basis of vocational interests, the authors collected test records and personal data regarding 136 men students who came to the University of Minnesota Testing Bureau. On the basis of this material they contrasted groups of students who had primary or secondary interest patterns in various categories of the Strong test with those who did not have such patterns. Similarly they contrasted those who had chosen and those who had not chosen particular occupations. Conclusions were drawn concerning the significance of fathers' and mothers' occupations, family income level, the students' mental ability, morale score, social adjustment, various activities and nonoccupational interests.—*E. B. Mallory* (Wellesley).

860. **Betta, E. A.** Visual readiness for reading. *Visual Dig.*, 1942-43, 6. Pp. 38.—The author discusses methods of vision testing which can be used by teachers.—*M. Pankashie* (Indiana State Teachers College).

861. **Brownell, W. A., & Carper, D. V.** Learning the multiplication combinations. *Duke Univ. Res. Stud. Educ.*, 1943, No. 7. Pp. xii + 177.—Part I reports previous research on learning and teaching multiplication. Part II describes (1) an intensive investigation carried out by the senior author and his graduate students and (2) an extensive study conducted, according to instructions received from the author through the mail, by principals and teachers in surrounding countries and states. In both the procedure involved group tests of multiplication followed by standardized interviews planned to discover the pupils' concomitant thought processes. The total number of subjects was over 4,000. It was found that the pupils' approaches to the knowledge of a product were various. Learning takes place sometimes indirectly and often by a series of jumps. There are "degrees of knowing." Part III deals with the concept of readiness and Part IV with problems of teaching methods. Meanings, generalizations, relationships, and principles should be taught; rote drill alone is inadequate.—*E. B. Mallory* (Wellesley).

862. **Brueckner, L. J.** Selected references on elementary school instruction. *Elem. Sch. J.*, 1943, 44, 49-53.—An annotated bibliography is listed of 39 titles appearing between April 1, 1942, and March 31, 1943, on curriculum, methods of teaching and study, and supervision.—*S. S. Sargent* (Barnard).

863. **Bryan, R. C.** Opinions of teachers held by former pupils. *Sch. Rev.*, 1943, 51, 555-561.—Pupils' judgments of teacher merit are generally based upon serious and substantial considerations. There is little evidence of change in opinions of teachers held by pupils with the increasing maturity and experience of later years.—*R. C. Strassburger* (St. Joseph's College for Women).

864. **Chatterjee, M. N.** Measurement in education. *Social Sci.*, 1942, 17, 161-167.—The author considers the present goal of all branches of learning to be exact science, as opposed to the goal of "finding out whether science can help to make a society in which human beings can live like men." The avowed purpose of the article is to discuss "what educational measurement will measure and with what instruments." Many examples are presented and many unanswerable questions posed. The conclusion is reached that tests and experts have not yet been produced which can predict, evaluate, or help furnish the proper answers to those most pressing questions of social organization and functioning upon which depends our very existence.—*R. W. Beebe* (Child Study Center of Maryland).

865. **Dalton, M. M.** A visual survey of 5,000 school children. *J. educ. Res.*, 1943, 37, 81-94.—Over 5,000 public elementary and high school pupils were tested by means of the Keystone Telebinocular. Only 17.6% of the elementary school pupils and 12% of the high school pupils passed all of the 12 tests used. The kinds of defects which occurred were analyzed. No significant difference in general academic achievement, in reading ability, or in progress through the grades was found between those having normal vision and those having defective vision. Neither was a significant correlation found between co-ordination level and IQ, between phoric posture and reading vocabulary, between phoric posture and reading comprehension, or between phoric posture and composite achievement test scores.—*M. Murphy* (Pennsylvania).

866. **Eckert, R. E.** Outcomes of general education; an appraisal of the General College program. Minneapolis: University of Minnesota Press, 1943. Pp. xiv + 210. \$2.00.—In this volume the General College of the University of Minnesota, established in 1932, is evaluated by pulling together material collected from the staff and students of the college. The effectiveness of the courses attended and guidance received on the student's personal, vocational, family, and social life was studied. Students attending General College are compared to students attending other divisions of the University of Minnesota as well as to students of other educational institutions. Implications of the findings for the further development of General College are presented.—*L. Long* (Coll. City New York).

867. **Gates, A. I.** Gates primary reading tests for grade 1 and grade 2 (first half): Type 1—Form 1, word recognition; Type 2—Form 1, sentence reading; Type 3—Form 1, paragraph reading. (Rev. ed.) New York: Bureau of Publications, Teachers College, 1943. (Manual, 1943.) 100 copies, \$2.10; specimen set, \$0.25; manual, \$0.15.—This is a revision of the second unit of the program for testing

reading in the grades.—*L. H. McCabe* (Cambridge, Mass.).

868. Greene, H. A., & Kelley, V. H. Iowa silent reading tests. Elementary test: Forms Am (Rev.), Bm (Rev.), Cm, and Dm. (New ed.) Yonkers, N. Y.: World Book Co., 1943. 25 sets of each form, \$1.45; specimen set, \$0.35.—The two earlier forms, Am and Bm, have been rescaled, rearranged, and otherwise revised. Forms Cm and Dm are entirely new alternative forms of the test. All four forms were equated, scaled, and standardized in a rotated group experiment in 1942 for a comprehensive national population. The new arrangement of the subtests, the new standard scores, the revised and extended tables of norms, the improved methods of scoring and interpreting the tests, and additional suggestions for the remedial treatment of poor readers are discussed in the manual.—*L. H. McCabe* (Cambridge, Mass.).

869. Greene, H. A., Jorgensen, A. N., & Kelley, V. H. Iowa silent reading tests. Advanced test: Forms Am (Rev.), Bm (Rev.), Cm, and Dm. (New ed.) Yonkers, N. Y.: World Book Co., 1943. 25 sets of each form, \$1.80; specimen set, \$0.40.—Two new alternative forms of this test are presented, Cm and Dm. The two earlier forms, Am and Bm, are rescaled, rearranged, and otherwise revised. All four forms in this advanced test were treated in the manner described for the elementary test (see 18: 868).—*L. H. McCabe* (Cambridge, Mass.).

870. Gross, F. Educational reconstruction in Europe. *Amer. sociol. Rev.*, 1943, 8, 543-550.—The author discusses the problems of educational reconstruction that will be facing the European countries after the war.—*S. E. Asch* (Brooklyn).

871. Harmon, F. L., & Dimichael, S. The development of the H-D Code Aptitude Test: a preliminary report. *Psychol. Bull.*, 1943, 40, 601-604.—This research grew out of a dissatisfaction with the existing Radiotelegraph Operator Aptitude Test. After a job analysis, a test was set up which presupposed auditory discrimination and measured other factors, such as associative memory and sustained concentration. It is a 25-minute test, in which the subject compares signals and records his decisions on a mimeographed sheet. The reliability of the test as determined by the split-half method was .80 for 50 untrained subjects, and the score correlation with the existing ROA test was .61 for 27 subjects. Validity determined by scores and code speed after 96 training hours yielded a coefficient of -.50. Correlation with intelligence was -.20; with age, -.09. A retest after 96 instruction hours indicated that experience affects the test scores. An analysis of items suggests the basis for further revision.—*F. McKinney* (Missouri).

872. Hevenor, I. C. Evaluation of a work-type reading program. *Elem. Sch. J.*, 1943, 44, 22-28.—*S. S. Sargent* (Barnard).

873. Hill, G. E. The handwriting of college seniors. *J. educ. Res.*, 1943, 37, 118-126.—The 8th grade selection of the American Handwriting Scale was written twice by 45 seniors in a University School of Education. The students rated their own writing as average or better for legibility; their classmates

rated it as much better than average; the author, rating it against scaled specimens of 8th grade writing, rated about three fourths of the specimens as below average in quality. Most of the seniors exceed the maximum rate for the 8th grade. There was a slight negative correlation between speed and quality.—*M. Murphy* (Pennsylvania).

874. Hutson, P. W. Selected references on guidance. *Sch. Rev.*, 1943, 51, 428-433.—Forty-seven recent titles are listed which reflect to some extent the influence of war but which on the whole interpret the guidance function in a society of peace.—*R. C. Strassburger* (St. Joseph's College for Women).

875. Hyatt, A. V. The place of oral reading in the school program; its history and development from 1880-1941. *Teach. Coll. Contr. Educ.*, 1943, No. 872. Pp. viii + 140.—Four periods in the history of oral reading are reviewed. From 1880 to 1914, oral reading was considered an end in itself, and education stressed pronunciation, emphasis, inflection, and force. With the recognition of the superiority of silent reading for certain purposes, the emphasis on silent-reading instruction increased from 1915 to 1925. Following a period (1926-1930) in which silent-reading techniques were stressed, there has been a renewed attention to the advantages of oral reading with emphasis on its importance to personality development. Bibliography of 411 titles.—*L. Birdsall* (College Entrance Examination Board).

876. Johnson, W. H. Graduates evaluate their high-school education. *Sch. Rev.*, 1943, 51, 408-411.—12,425 graduates of Chicago high schools responded to a questionnaire designed to determine what assistance their schooling had provided in their relations with people, in their jobs, and in their subsequent education. When classified into 9 categories, the replies stressed "assistance in English and speech" and "training in vocations." Failure on the part of graduates to realize their vocational ambitions indicated a need for a more realistic vocational program. A significant contribution to culture and social education was reported.—*R. C. Strassburger* (St. Joseph's College for Women).

877. Johnstone, E. R. Discipline. *Train. Sch. Bull.*, 1943, 40, 118-120.—The author points out the duty of teachers of special-class children to make the children feel they are succeeding and offers specific suggestions on how to achieve this. After mentioning qualities of the good teacher, Johnstone emphasizes that it is the teacher who remembers these qualities in time of stress who succeeds. "If you set out to have discipline you will never attain it. If you set out to have your child happy, discipline will come of its own accord."—*S. Whiteside* (Cincinnati Public Schools).

878. Kelly, E. M. Organization of special classes to fit the needs of different ability groupings. *Amer. J. ment. Def.*, 1943, 48, 80-86.—If children are received for placement in the Department of Special Education before or at 8 years of age, a rich sequential program can be instituted that will carry them through school and render them at 16-18 years of age prepared for placement in semiskilled work. Delay in referral makes prognosis for adjustment doubtful. Primary and intermediate classes are

recommended in the elementary school, the children of the latter participating with the rest of the school in gymnasium, industrial arts, and home economics. "When the fourteenth year is approaching, the teacher of the intermediate group, guided by the psychologist and the visiting teacher, will begin a very thorough analysis of the next placement." A modified high school program is suggested for the most promising mentally retarded. Suggestions are given for goals and standards of program, selection of personnel, placement, and follow-up.—S. White-side (Cincinnati Public Schools).

879. Klier, F. J. *Language teaching in Wisconsin public high schools, 1941-1942*. Madison: State Department of Public Instruction, 1943. Pp. 78.

880. Lapp, C. J., Chittenden, E. W., & Stuit, D. B. *Physical science aptitude examination*. Special edition, Form S. Iowa City, Ia.: Bureau of Educational Research and Service, State University of Iowa, 1943. 100 copies, \$5.00; manual, \$0.15; specimen set, complete, \$0.15.—This test "is designed to measure the individual's aptitude for the study of mathematics and the physical sciences and to predict his chances for success in work of a technical or engineering nature. The results provided by the examination can be used for selection, placement, and instructional purposes." There are four parts: mathematics, formulation, number series, and information. The manual discusses description and purpose, validity, reliability (mathematics, .90; formulation, .68, information, .87; total, estimated .95), administration procedures, scoring, norms, and need for further research.—L. H. McCabe (Cambridge, Mass.).

881. Lynch, J. M. *Teacher rating trends psychologically examined*. *Sch. Bd J.*, 1942, 104, 27-28.—The relation between the rating movement and psychology is indicated. The teacher-rating movement started as an analysis of many characteristics, such as neatness, type of voice, and formulation of lecture. This had its counterpart and basis in the belief in psychological elements of personality, traits, etc. The author feels that psychology has undergone a change in character, with an emphasis on the organized whole rather than on a mosaic of elements as the approach to the study of personality. The field of teacher rating has approximated this change in view and is tending to stress the individual as a whole. There is a closely related trend toward concern for the total pattern of the teaching process. "With respect to changes in the type of marking system used in rating, the emphasis is increasingly on the role of direct observation of qualitative characteristics in evaluation."—C. G. Mueller (Brown).

882. Malone, L. T. *Vocational adjustment of young Negro clients of a family agency*. *Smith Coll. Stud. soc. Work*, 1943, 14, 263.—Abstract.

883. Marquis, D. G. *Agencies for rehabilitation and vocational readjustment*. *Psychol. Bull.*, 1943, 40, 687-691.—This review describes existing facilities and agencies concerned with rehabilitation of the injured and with vocational guidance and training. The information was secured by interviews and from published laws, administrative orders, and bulletins. There are sections on: Army and Navy Services; Veterans Administration; Vocational Rehabilitation

Division of the Federal Security Agency; U. S. Selective Service; vocational training opportunities (a discussion of existing law and miscellaneous agencies to be involved in postwar training); U. S. Employment Service; and possible future developments. In the last section are reprinted the recommendations of the Conference on Post-War Readjustment of Civilian and Military Personnel, published in June, 1943.—F. McKinney (Missouri).

884. Marquis, D. P., Novis, F. W., & Wesley, S. M. *The role of psychology in a rehabilitation program*. *Psychol. Bull.*, 1943, 40, 692-700.—This paper describes vocational rehabilitation services in Connecticut directed by the State Board of Education. This service provides vocational guidance and training, artificial appliances such as hearing aids, supplies, and equipment needed in training, and aid in securing employment suited to the defect. The main part of the article describes the Rehabilitation Clinic at Yale, the aim of which is to bring the handicapped client in contact with the employer and to present to the employer an evaluation of the individual's vocational potentialities in terms of his physical handicap, his occupational and educational backgrounds, and his psychological aptitudes. The article outlines in some detail the conduct of the clinic, the individual and group testing programs, the status of the 222 clients served, the types of handicaps, and miscellaneous facts, such as the mean age (36.5), mean IQ (94), median percentiles on mechanical, manipulative, and clerical tests, and tentative records on validity of recommendations. Early vocational adjustment of the handicapped individual is urged. A list is given of the potential services of the psychologist in rehabilitation programs: counseling, supervision of training, research, aptitude testing, etc.—F. McKinney (Missouri).

885. May, R. *Recent developments in psychology and their significance for religious education*. *Relig. Educ.*, 1943, 38, 142-152.

886. Nesbitt, M. *Student and child relationships in the nursery school*. *Child Developm.*, 1943, 14, 143-166.—Observational records were made on 63 college students while they served as nursery-school student teachers. An analysis of the records indicated that the students were more integrative than dominative; they seldom used non-recommended methods, e.g., their verbalizations were seldom negative, general, or verbose. They went, however, to extremes in helping the child and leaving him alone; and they rarely succeeded in using the technique of helping the child to arrive at a better solution without giving the final solution.—L. Long (Coll. City New York).

887. Park, G. E., & Burri, C. *The relationship of various eye conditions and reading achievement*. *J. educ. Psychol.*, 1943, 34, 290-299.—Fairly complete eye examinations were given in grades I to VIII to 225 pupils for whom intelligence and reading-test scores were available. Defects noted were: need for glasses, exophoria, esophoria, weakness of duction, and weakness of binocular vision. These counted one point each and were summed to determine each individual's score. Some negative relationship was found between reading level and

this total eye-defect score.—*E. B. Mallory* (Wellesley).

888. *Peters, C. C.* An experiment with democratized education. *J. educ. Res.*, 1943, 37, 95-99.—This experiment had two purposes: first, to learn whether a typical public school operating under local authority can be used effectively as an experimental and demonstration center; second, to measure the effectiveness of the democratized technique compared with conventional high school procedure. With regard to the first purpose, the author concludes that a public school under local autonomy "is not a very promising place from which to try to leaven a community with pioneering educational ideas." With reference to the second purpose, it was found that the members of the experimental group were certainly not inferior in academic achievement to the members of the conventionally taught control group and were superior to them in such qualities as initiative, sense of responsibility, and healthiness of interest in school work.—*M. Murphy* (Pennsylvania).

889. *Phillips, E. L.* A note on the use of the term 'over-achievement' in guidance and personnel work. *J. educ. Psychol.*, 1943, 34, 300-306.—The term 'over-achievement' is ambiguous and is often applied unsuitably. The superiority of an achievement score over an ability score is sometimes an artifact of the tests employed. Records are often interpreted naively. Eleven potential sources of error in the interpretation of this concept are listed.—*E. B. Mallory* (Wellesley).

890. *Porter, D. B., & Knox, E. O.* Current literature on Negro education; bibliography. *J. Negro Educ.*, 1943, 12, 667-686.

891. *Pugh, R. W.* A comparative study of the adjustment of Negro students in mixed and separate high schools. *J. Negro Educ.*, 1943, 12, 607-616.—The Symonds Adjustment Questionnaire was administered to 100 students from mixed schools (black and white students) and 106 students from separate schools (all black) to compare the adjustment of the Negro students in the two school situations. To determine how the attitudes of Negro students toward Negroes correlate with their adjustment, a revision of the Baumgardner Scale for the Measurement of Negroes' Self-respect was administered to 81 students from a separate high school and 41 from a mixed school. Students in mixed schools were better adjusted in their home and family relationships than those in separate schools. The latter were less satisfied with their Negro administrators and teachers than were the former with their white administrators and teachers. Separate school students were better adjusted to the school life in their schools. There is a low positive correlation between racial self-respect and the adjustment of the students but no significant difference was found in race pride for the two groups.—*A. Burton* (Calif. State Personnel Bd.).

892. *Randall, B. J.* Case work and vocational tests in selecting trainees for war industries. *Smith Coll. Stud. soc. Work*, 1943, 14, 264.—Abstract.

893. *Retan, G. A.* Emotional instability and teaching success. *J. educ. Res.*, 1943, 37, 135-141.—The author investigated 152 individuals whom he

had tested and interviewed while they were students and who had had after graduation at least two years of teaching experience. Of these, 73 had been judged emotionally stable on the basis of tests and 79 had been found unstable in some degree, when they were students. Of the former, county superintendents rated 75% as excellent or good teachers and 25% as fair or poor; of those originally found to be emotionally unstable, 50% were rated excellent or good and 50% fair or poor. Many of the emotionally unstable became successful teachers, and the author believes that studies of emotional stability among prospective teachers should be used to aid in the adjustment of the unstable, not to eliminate them.—*M. Murphy* (Pennsylvania).

894. *Roeber, E., & Garfield, S.* A study of the occupational interests of high-school students in terms of grade placement. *J. educ. Psychol.*, 1943, 34, 355-362.—A vocational preference inventory was given to 1,995 high school students. Between grades 9 and 12 there was little change in the rank order, for percentage chosen, of the most favored occupations; but among fields selected less often, there was a gain in the number of expressed preferences for nonprofessional work. This tendency, which was more marked among the boys than among the girls, may indicate a more mature and realistic view which develops as the students approach graduation or it may be a product of publicity regarding wartime employment needs. Schools should guide students toward a sound choice of vocation which should be commensurate with their abilities and adapted to the opportunities available.—*E. B. Mallory* (Wellesley).

895. *Rulon, P. J.* Summary of the shorthand study. Cambridge, Mass.: Harvard University Press, 1943. Pp. 16. \$0.15.—See also 17: 2880.

896. *Simpson, R. G.* Does the amount of free reading influence the student's control of his eye movements in reading ordinary printed matter? *J. educ. Psychol.*, 1943, 34, 313-315.—Reading-time questionnaires were given to 419 freshmen, and a representative group of 58 were tested for eye movements in reading by the photographic ophthalmograph technique. There were no correlations higher than $.16 \pm .131$ between eye-movement measures and the weekly amount of reading reported.—*E. B. Mallory* (Wellesley).

897. *Smalzried, N. T., & Remmers, H. H.* A factor analysis of the Purdue Rating Scale for Instructors. *J. educ. Psychol.*, 1943, 34, 363-367.—When the Thurstone method of factor analysis was applied to student ratings of faculty members by the Purdue Rating Scale, two factors emerged, which may be designated Empathy and Professional Maturity. Items which have the greater saturation of Empathy are fairness in grading, personal appearance, sympathetic attitude toward students, and liberal and progressive attitude. The items with the greater loading for Professional Maturity are self-reliance, confidence, and presentation of subject matter. The other items of the scale show lower and more nearly equal saturation with both basic factors.—*E. B. Mallory* (Wellesley).

898. *Souder, H. C.* The construction and evaluation of certain readiness tests in common fractions.

J. educ. Res., 1943, 37, 127-134.—Tests were constructed to show readiness to add and to subtract common fractions, and end or criterion tests were made to measure final achievement in these processes. The experimental factor was the use, for instructional purposes, of the results on the readiness tests. Two groups of 5A pupils were equated on the variables of mental age and results on the readiness tests. Two types of experimental design were used. In Design I the personnel of the teachers in the control section was entirely different from that in the experimental section; in Design II the same teacher in the same school had charge of a control group during the first semester and of an experimental group during the second semester. Analysis of the findings showed it "possible that pupils of all levels of ability . . . and at all levels of performance on a given readiness test, may profit significantly by the use of readiness test results for instructional purposes. It is probable that, in a given set of data, significant differences in favor of the experimental factor will be found only at certain levels of attainment on the pretests."—*M. Murphy* (Pennsylvania).

899. Spache, G. A binocular reading test. *J. educ. Psychol.*, 1943, 34, 368-372.—Using two forms of his binocular reading test, in which slightly different verbal material is presented in a telebinocular or stereoscope, the author tested the eye preferences of more than 60 children. The correlation between the two performances with the right eye was .98; for the left eye, it was .77. Of 65 cases, 68% showed no decided eye preference. The remainder showed varying degrees of preference, ranging from 10 to 100%. The *C* between eye preference and reading ability of the separate eyes was .389.—*E. B. Malory* (Wellesley).

900. Stevens, G. D. Some problems related to the education of the slow-learning adolescent. *Sch. Rev.*, 1943, 51, 550-554.—*R. C. Strassburger* (St. Joseph's College for Women).

901. Stone, C. R. A reply to "all in favor of a low vocabulary. . . ." *Elem. Sch. J.*, 1943, 44, 41-44.—The writer believes that Hildreth (see 17:3957) has overstated the case for lightness of vocabulary burden. "A satisfactory program involves the use of a variety of materials for effectively adapting reading instruction to the wide range of needs found among the children in almost any class or classroom."—*S. S. Sargent* (Barnard).

902. Wallin, J. E. W. Availability to the classroom teacher of information from scientific child studies. *Elem. Sch. J.*, 1943, 44, 86-92.—A large representative group of teachers was asked how far their schools make available to them certain important information about their pupils. Medical data were given in 84% of the schools, educational and intelligence test results in 71%, individual psychological examinations in 30%, and psychiatric reports in only 15% of the schools. Implications are discussed and recommendations made.—*S. S. Sargent* (Barnard).

903. Williams, C. T. These we teach; a study of General College students. Minneapolis: University of Minnesota Press, 1943. Pp. xiii + 188. \$2.00.—This study presents a detailed picture of the students attending the General College at the University of

Minnesota. The student's aims, goals, and interests are analyzed; his socioeconomic status and that of his parents are related to the educational and vocational aims of the student. The information was obtained by personal interviews with parents and students and from questionnaires filled out by both. An intensive study was made of 100 students. In spite of the fact that the majority of the students lacked the necessary academic ability necessary for professional training, many of them wanted this type of training and their desires more often than not had the support of their parents. Students and parents were not able to recognize many of the nonvocational values of higher education. These and many other facts are elsewhere related to possible curriculum revisions.—*L. Long* (Coll. City New York).

904. Yoakam, G. A. An ounce of prevention in reading. *J. educ. Res.*, 1943, 37, 100-109.—If we employ in the basic reading program some of the methods which have grown out of work in remedial teaching in reading, a considerable amount of the reading disability and retardation now present in our schools can be prevented.—*M. Murphy* (Pennsylvania).

[See also abstracts 695, 701, 723, 760, 780, 784, 798, 805, 817, 825, 827, 834, 836, 841, 844, 854, 926, 935, 947.]

MENTAL TESTS

905. Ames, L. B. The Gesell Incomplete Man Test as a differential indicator of average and superior behavior in preschool children. *J. genet. Psychol.*, 1943, 62, 217-274.—A group of 241 children, half of average intelligence (IQ, 90-110) and half of superior intelligence (IQ, 120 and up), ranging in age from 2½ to 6 years, were given the Gesell Incomplete Man Test. Extensive tables and listings are presented, and analysis is made for the various age groups of the number and kind of parts added; order of adding; size, angle, placement, and direction of parts added; accessory markings; and accompanying verbalization. "The typical gradations of behavior for the two groups appear to be somewhat distinctive for each. . . . Added parts were observed to increase, as the child grew older, in resemblance to parts already present, with respect to size, placement, and angle. . . . The number of marks added decreases for both groups with age. . . . The average number of words accompanying drawing increases till 4½ to 5 years, then decreases."—*R. B. Ammons* (San Diego).

906. Brown, F. The significance of the IQ variability in relation to age on the Revised Stanford-Binet scale. *J. genet. Psychol.*, 1943, 63, 177-181.—The Revised Stanford-Binet shows a consistent decrease in variability of test results by age levels from 2½ to 6 years, with a steady increase in variability then to age 12. These decreases and increases are statistically significant at the 1% level for most of the adjacent age levels. Terman and Merrill propose that the low level at 6 years may be an artifact of sampling, or the form of the test, while the high point at 12 years may be due to variation in the onset of pubescence. As a counterproposal, it is suggested that the decrease from 2½ to 6 years is

due to the culturally leveling effect of family discipline and that increase from 6 to 12 years may result from the relatively broad opportunities for differential development in a democratic group atmosphere.—R. B. Ammons (San Diego).

907. Lewinski, R. J. Intertest variability of subnormal naval recruits on the Bellevue Verbal Scale. *J. abnorm. soc. Psychol.*, 1943, 38, 540-544.—Mentally deficient and borderline recruits show substantially similar patterns of proficiency on the five subparts of the Bellevue scale. They perform best on comprehension and poorest on arithmetic, with digit span the best single indicator. There is no evidence that rote memory is above the average of other mental functions in defectives.—C. M. Harsh (Nebraska).

908. Shotwell, A. M., & Gilliland, A. R. A preliminary scale for the measurement of the mentality of infants. *Child Developm.*, 1943, 14, 167-177.—The authors describe a battery of 32 tests to be used with children 4-12 weeks of age. Preliminary results are presented for the battery when arranged into three scales: 4 weeks, 8 weeks, and 12 weeks.—L. Long (Coll. City New York).

[See also abstract 905.]

CHILDHOOD AND ADOLESCENCE

909. Anderson, F. N. Short comment on general semantics in child guidance work. *Pap. Amer. Congr. gen. Semant.*, 1943, 2, 271-272.

910. Berliner, M. The influence of the war on child guidance patients. *Smith Coll. Stud. soc. work*, 1943, 14, 238-239.—Abstract.

911. Beron, L. Fathers as clients of child guidance clinics. *Smith Coll. Stud. soc. Work*, 1943, 14, 231-232.—Abstract.

912. Bowen, J. Child care arrangements of experienced working mothers. *Smith Coll. Stud. soc. Work*, 1943, 14, 259-260.—Abstract.

913. Byers, R. K., & Lord, E. E. Late effects of lead poisoning on mental development. *Amer. J. Dis. Child.*, 1943, 66, 471-494.—The authors present a follow-up study of 20 school children who had been hospitalized in infancy or early childhood because of lead poisoning. All were adjudged to have made a complete recovery from the poisoning when discharged from the hospital. Results from psychological tests and developmental observations are discussed. Only one of the children was found to be progressing satisfactorily in school at the time of the follow-up study. On the basis of their findings the authors believe that lead in the circulation of an infant in some way interferes with the changes normally occurring in the cortex and in a high percentage of the cases prevents the normal growth and development of the cortex.—L. Long (Coll. City New York).

914. Caruso, I. H. La notion de responsabilité et de justice immanente chez l'enfant. (The idea of responsibility and immanent justice in the child.) *Arch. Psychol., Genève*, 1943, 29, 114-169.—Piaget's hypothesis of qualitative stages of theoretical moral judgment is criticized as an artifact of the all-or-none alternatives presented the subject in Piaget's

methods. These methods are held to be at fault in "not bearing the remotest resemblance to tests." The author introduces a variety of paper-and-pencil tests based on the problems used by Piaget and revolving around the two specific questions of *responsibility* and *immanent justice*, a graded series being provided for each age-level. (The tests are given in full in the appendix.) The results were found to be graded accordingly and to show, as well, different curves of difficulty for the different problems. It is concluded that it is not possible to speak of successive and mutually exclusive stages of moral judgment, but of a gradual and regular evolution from one type of judgment to the other; that moral judgment consists of a variety of specific traits, each with its own tempo and pattern of development; and, finally, that the changes in judgments are independent of intellectual development in general.—L. J. Stone (Vassar).

915. Claremont, C. A. Child-adult relationships. *Lancet*, 1943, 244, 504.—Abstract.

916. Cohen, H. S. Mother's assumption of blame as a prognostic clue in child guidance treatment. *Smith Coll. Stud. soc. Work*, 1943, 14, 232-233.—Abstract.

917. Collie, M. Parents' reactions to diagnoses of mental retardation in their children. *Smith Coll. Stud. soc. Work*, 1943, 14, 243-244.—Abstract.

918. Demerath, N. J. Adolescent status demands and the student experiences of twenty schizophrenics. *Amer. sociol. Rev.*, 1943, 8, 513-518.—A study of the case histories of 20 adolescent schizophrenics leads to the conclusion that "feelings of social rejection and inferiority characterized the subjects' prepsychotic student experiences. These feelings were linked with a characteristic inability to associate with fellow students intimately and informally, and with the acceptance of adult norms of scholarly excellence, moral perfection, and submissiveness."—S. E. Asch (Brooklyn).

919. Dennis, W. Mr. Janus on children's language. *J. genet. Psychol.*, 1943, 63, 183-185.—Janus (see 17: 2531) reports an investigation of children's language from 18 to 66 months and concludes that there is no justification for Piaget's hypothesis that language in early childhood is primarily egocentric. The value of these conclusions is made uncertain, however, by Janus' failure to include data from situations where children might be expected to use egocentric language and his failure to present adequate statistical treatment of his data.—R. B. Ammons (San Diego).

920. Feinberg, D. The retrospective attitudes of children toward their mental hospitalization. *Smith Coll. Stud. soc. Work*, 1943, 14, 250-251.—Abstract.

921. Gerard, M. W. The clinical picture. *Amer. J. Orthopsychiat.*, 1943, 13, 600-605.—How children will be influenced by the war situation will be determined by several factors: the age of the children, the kind of substitution supplied for disrupted family life, and the attitude of parents to war difficulties. As a result of many surveys we know that the preschool child suffers less from actual catastrophes in which he is not hurt than from the influence of the parents' anxiety or from separation from the parents

and from familiar environment. Children of elementary school age are less influenced by the war than are either the younger ones or the adolescents, probably due to the fact of their self-centeredness. In adolescence the personality organization is in a state of partial imbalance, and it is upon this group that the war impinges most seriously. Parent education is reaching further than ever before, and we may hope that the child may live a more secure life as a result of our present actions and planning.—*R. E. Perl* (New York City).

922. Gilbride, M. L. Children who work in war-time. *Smith Coll. Stud. soc. Work*, 1943, 14, 260-261.—Abstract.

923. Gordon, E. A mental hygiene clinic's services in regard to retarded children. *Smith Coll. Stud. soc. Work*, 1943, 14, 244.—Abstract.

924. Gray, B. The child-care problems of forty-six working mothers. *Smith Coll. Stud. soc. Work*, 1943, 14, 261-262.—Abstract.

925. Guildler, R. P. Hearing handicaps of children of today; importance of clinic programs for their early study and remedial guidance. *New Engl. J. Med.*, 1942, 227, 619-624.—Guildler describes the program at the Massachusetts Eye and Ear Infirmary, which is individualized and adapted to the various age levels. The use of the vacuum tube hearing aid by children is the most important recent advance in this field. For the preschool child, the hearing study and training are carried out in a nursery school setting, with listening games, speech correction, some practice in lip reading, and introduction to the hearing aid, emphasis being always on the combination of sight and hearing. School children present the most complicated problems, since they tend to conceal their handicap, with consequent behavior difficulties. After several months of individualized teaching in clinic classes they should be able to proceed in public school with the help of further lip-reading instruction. A large majority of children with hearing handicaps can be completely rehabilitated.—*M. E. Morse* (Baltimore, Md.).

926. Hathaway, W. Education and health of the partially seeing child. New York: Columbia University Press, 1943. Pp. xiii + 216. \$2.50.—A publication of the National Society for the Prevention of Blindness, this is designed for use by educators, nurses, and social workers concerned with the education of partially seeing children. After giving an historical background, Part I, the author considers under administrative responsibilities such matters as classification, supervision, program-planning, and financing, Part II. Part III takes up teaching problems and suggestions on child guidance. Part IV deals with community social service responsibilities. The appendixes cover such topics as facts about eye and eye hygiene, vision testing, suggestions on equipment, and a vocabulary of terms relating to the eye.—*K. E. Maxfield* (New York City).

927. Helgerson, E. The relative significance of race, sex, and facial expression in choice of playmate by the preschool child. *J. Negro Educ.*, 1943, 12, 617-622.—Girls of preschool and kindergarten age choose their own sex more frequently than boys.

Older groups on this level favor a boy playmate slightly more than the younger group. The sex factor was of greatest importance in choice of a playmate, with race second. Facial expression was of little significance.—*A. Burton* (Calif. State Personnel Bd.).

928. Huang, I. Children's conception of physical causality: a critical summary. *J. genet. Psychol.*, 1943, 63, 71-121.—An examination of experiments dealing with children's ideas of physical causality indicates that natural phenomena are seldom explained in animistic or magical terms. The child's everyday conceptions of reality and causality "may be simple, naive, and incorrect, but they are physical, naturalistic, and of the same warp and woof as the 'physical' conceptions of the everyday man in the street." Experience in everyday life seems to impose fairly valid conceptions of causality, while the type of causality indicated by the child in answering questions is determined by age, intelligence, cultural milieu, and, above all, the form and content of the question. It is possible that "younger children are characterized by having no definite causal ideas and perhaps by being not causally concerned in their mental orientation." 56-item bibliography.—*R. B. Ammons* (San Diego).

929. Hurlock, E. B. The spontaneous drawings of adolescents. *J. genet. Psychol.*, 1943, 63, 141-156.—Spontaneous drawings (1,451) of adolescents—junior high, high school, and college students—were obtained from turned-in book covers, scrap baskets, notebooks, and other such sources. The favored forms of spontaneous drawings were decoratively printed words, caricatures, human forms, and conventional designs. Drawings of men and women were about equally frequent, with profiles preferred to fullface drawings, while caricatures were mainly of men, by boys. Decoratively printed words were the most popular form of drawing, and consisted mainly of slogans, single words, and slang expressions. Boys preferred caricatures and printing, while girls more frequently drew life-like people, animals, and flowers.—*R. B. Ammons* (San Diego).

930. Hurst, A. Asthma in childhood. *Brit. med. J.*, 1943, 1, 403-406.—The etiology and the treatment of asthma in childhood are discussed. The most common psychological cause of asthma is expectation. Frequent attacks result in well-established conditioned reflexes. Annoyance, excitement, fear, and anxiety are common emotional factors giving rise to attacks. Asthmatic attacks also reflect the parents' anxiety. Psychologically, the best therapy involves instilling a spirit of optimism in child and parent.—*D. A. Grant* (Wisconsin).

931. James, H. E. O. Adolescent leisure. *Lancet*, 1943, 244, 504.—Abstract.

932. Jersild, A. T., & Meigs, M. F. Children and war. *Psychol. Bull.*, 1943, 40, 541-573.—This is an interim report, since the studies mentioned are limited in obtaining long-time effects or in obtaining information on children in belligerent areas of Europe and Asia. Sections of the article include: children's information, concepts, attitudes, and emotional reactions to the idea of war; evacuation; refugee children; various dislocations in family life and in everyday activities; responses to alarms, air

raids, bombings and other violent impacts of war; delinquency; and vital statistics, health, and effects of malnutrition. The author concludes that the literature of 141 titles "contains a decidedly larger volume of pronouncements than of reports of systematic, scientific data." The major results of the studies on the bombings and evacuations show that children as a whole are able to face the strains of total war with a great deal of emotional hardihood and adaptability. Those exhibiting disorders or delinquency represent a small proportion. The findings support generalizations from peacetime studies including studies of children's concepts and attitudes. Important factors in children's behavior are physical well being, family ties and relationships, parental emotional reactions, and past adjustments.—*F. McKinney (Missouri)*.

933. Kuhlén, R. G., & Lee, B. J. *Personality characteristics and social acceptability in adolescence.* *J. educ. Psychol.*, 1943, 34, 321-340.—Measures of social acceptability were obtained by having each child in grades 6, 9, and 12 indicate, from among pupils in that grade, his first and second choices of companion for nine different activities. Measures of personality attributes of the members of these classes were obtained by a "guess who" test, which required the nomination of classmates to fit particular descriptions. Results showed that there are changes in both prevalence and desirability of various personal characteristics during the years of adolescence. Sex differences are appreciable. Most personality characteristics studied showed relationships with social acceptability. The writers recommend the use of the social acceptance blank and the "guess who" test as aids in acquainting teachers with the characteristics of their pupils.—*E. B. Mallory (Wellesley)*.

934. Lerner, E., & Murphy, L. B. *Further report of Committee for Information on Children in Wartime.* *J. soc. Psychol.*, 1943, 18, 413-418.—*F. W. Finger (Virginia)*.

935. Lewis, W. D. *Some characteristics of very superior children.* *J. genet. Psychol.*, 1943, 62, 301-309.—A group of 930 elementary school children, IQ's 125-144, and a group of 50, IQ's 145 and up, were compared. Both groups were rated somewhat higher than average on a socioeconomic scale, but the great majority came from middle-range families. Both groups showed a greater than average number of expressed interests. The very superior children made considerably better scores on the BPC Personal Inventory than the superior group or an unselected group and showed superior characteristics on the basis of a check list of personality traits. Both groups showed somewhat undesirable school adjustment on the basis of subject-achievement scores lower than mental age, and in some cases teachers failed to recognize their ability.—*R. B. Ammons (San Diego)*.

936. McGinnis, D. *The subsequent adjustment of children treated in a mental hospital.* *Smith Coll. Stud. soc. Work*, 1943, 14, 251-252.—Abstract.

937. Mead, M. *The cultural picture.* *Amer. J. Orthopsychiat.*, 1943, 13, 596-600.—This is a discussion of the cultural implications of present wartime conditions on the adolescent's picture of the family

and upon the constructs which will shape his expectations, and a delineation of the family and community patterns to which the adolescent will need to make his behavior approximate after the war. There are two main influences on development: those of the parents, conceived of as different from the self, and those of age-mates and those just older, conceived of as the same as the self. Both these groups of surrogates operate almost equally in the formation of American character, the parents playing a greater role in early childhood but yielding to the age group after the child enters school. In wartime, for the adolescents of high school age, both these familiar model-setting devices are upset. Fantasies are bound to develop, and by the proper handling of these the educator can influence the shape of the future. Any method which increases the adolescent's belief in continuity and orients him toward working for the future will be valuable in decreasing war casualties in this age group and in giving it the necessary energetic realism to build a better world.—*R. E. Perl (New York City)*.

938. Meltzer, H. *Sex differences in children's attitudes to parents.* *J. genet. Psychol.*, 1943, 62, 311-326.—Seventy-four girls and 76 boys, grades 5 to 8, from three schools representing three economic levels, were examined by a free association interview. Twenty reactions, 10 for each parent, were obtained from each child. The reactions are analyzed for sex difference in notions of parents, in nature of children's reactions, in feeling tones of reactions, in form of emotional expression, and in repressive and expressive reactions.—*R. B. Ammons (San Diego)*.

939. Milne, F. T., Cluver, E. H., Suzman, H., Wilkens-Steyn, A., & Jokl, E. *Does a physiological correlation exist between basic intelligence and physical efficiency of school children?* *J. genet. Psychol.*, 1943, 63, 131-140.—A group of 202 girls, between 11 and 17 years of age, were given the South African Group Intelligence Test, and their physical performance was measured in running 100 yards, running 600 yards, and in shot-put. No correlation was found between intelligence and physical efficiency as measured. A group of 337 children from various schools, including technical, vocational, and general training schools, were given the above intelligence test and the Stenquist Mechanical Aptitude Test. Little difference was found between the capacity of students in different schools, and the correlation of intelligence and mechanical aptitude as measured was negligible.—*R. B. Ammons (San Diego)*.

940. Nordau, L. *In the direction of a better humanity.* *Child Developm.*, 1943, 14, 117-129.—The author makes a plea for a better understanding of the individual child by both parents and teachers.—*L. Long (Coll. City New York)*.

941. Piaget, J. *Le jugement moral de l'enfant d'après I. H. Caruso.* (The moral judgment of the child according to I. H. Caruso.) *Arch. Psychol., Genève*, 1943, 29, 170.—See also 18: 914.—*L. J. Stone (Vassar)*.

942. Portenier, L. *The psychological field as a determinant of the behavior and attitudes of pre-school children.* *J. genet. Psychol.*, 1943, 62, 327-333.—Thirty nursery-school children, 14 boys and

16 girls, were observed over a period of 9 months for nervous habits and related factors. These children, who were from homes of low economic status, showed an essentially normal incidence of nervous habits, as compared with groups of higher economic status reported in other studies. "The present study . . . gives evidence that nervous habits show a marked increase with many . . . changes in the physical condition of the child as, for example: colds, epidemics, gastric disturbances, fatigue, loss of sleep. . . ." The group appeared to be little below normal in self-confidence, ability to adapt to difficulties, emotional development, leadership, and social adjustment.—R. B. Ammons (San Diego).

943. Rautman, A. L. *Children's play in war time.* *Ment. Hyg., N. Y.*, 1943, 27, 549-553.—Children tend to be too preoccupied with play and games about war at the present time. Realistic information plus the example of emotionally stable adult conduct plus adequate physical and emotional security is necessary for each child.—W. L. Wilkins (U. S. Naval Reserve).

944. Ribble, M. A. *The rights of infants; early psychological needs and their satisfaction.* New York: Columbia University Press, 1943. Pp. x + 118. \$1.75.—From extensive studies of infants and their parents this pediatrician and psychiatrist emerges with the basic thesis that "mother and child after birth are psychologically still a unit and close relationship is as important for early mental and emotional development as was the more primitive connection with the foetus for physiological development." Mothering is fundamental to the adequate satisfaction of infant needs: oxygen hunger, sucking, stimulation, sleep, elimination, and life rhythms. Babies who do not have consistent mothering are found to be definitely less well equipped for life, not understanding how to love or be loved. Countless examples of the psychosomatic and psychodynamic interrelationships and developments of improperly mothered or unmothered infants are included. Behavior schedules for mother and infants up to four months are presented as is a new instrument, an integration test, for evaluating the stability of infants between 6 and 12 months. The book is written for those professionally trained or for highly educated parents.—R. W. Beebe (Child Study Center of Maryland).

945. Rickel, E. *Fathers' participation in child guidance treatment.* *Smith Coll. Stud. soc. Work*, 1943, 14, 236-237.—Abstract.

946. Ridenour, N. *Mentally retarded pre-school children: suggestions to doctors and nurses in well-child clinics.* *Amer. J. ment. Def.*, 1943, 48, 72-79.—Suggestions are given for recognizing mental retardation in the preschool child and on helping the family assume an understanding attitude toward the child. The author points out that many problems arise with mentally retarded children because they are not handled right. A list of recommended readings is included.—S. Whiteside (Cincinnati Public Schools).

947. Roy, K., Kell, L., Aldous, C., Burton, M., & Kent, L. *Applying nursery school methods of child guidance in the home.* *Kans. St. Coll. Bull.*, 1942,

26, No. 3. Pp. 48.—The bulletin presents to parents the most successful procedures of the nursery school, carefully modified in terms of the special human relationships existing between parents and children, and the special factors involved in 24-hour care. Both specific and more general, theoretical formulations are offered, and a selected bibliography is appended.—L. J. Stone (Vassar).

948. Schwarz, M. R. *Effect of the mother's participation on the child's use of child guidance treatment.* *Smith Coll. Stud. soc. Work*, 1943, 14, 237-238.—Abstract.

949. Simburg, P. G. *The current adjustment of seriously maladjusted child guidance patients.* *Smith Coll. Stud. soc. Work*, 1943, 14, 240-241.—Abstract.

950. Slawson, J. *The adolescent in a world at war.* *Ment. Hyg., N. Y.*, 1943, 27, 531-548.—Difficulties of adolescent adjustment in a war culture, especially the frequent stimulation into precocious functioning before the adolescent is ready, are reviewed. Many programs to help are outlined. The essential need for farm workers should be combined with the necessity of giving young people an experience that will contribute to their educational growth and personality development. The adolescent who is to be prepared for a life after the war should be prepared for a life that is going to be different.—W. L. Wilkins (U. S. Naval Reserve).

951. Stradford, G. T. *Problems of bright and dull Negro children.* *Smith Coll. Stud. soc. Work*, 1943, 14, 241.—Abstract.

952. Strain, F. B. *Your child: his family and friends.* New York: Appleton-Century, 1943. Pp. xi + 210. \$2.00.—Popularly presented advice is given on what to expect in children's relationships both with parents and with nonparents, or parent substitutes. Mechanisms of emotional development are discussed, and the possible discrepancies between physical and affectional self-sufficiency emphasized.—L. J. Stone (Vassar).

953. Thompson, H. *The modifiability of play behavior with special reference to attentional characteristics.* *J. genet. Psychol.*, 1943, 62, 165-188.—During twenty-five 45-minute approximately bi-weekly periods, one 3½-year-old identical girl twin was trained to channelize her activity by encouraging prolonged play with one of the toys in the experimental room. The co-twin spent the periods at free play in a duplicate room with duplicate toys. As measured before and after training by the Cushing Test of Perseverative Tendency and play records, the supervised twin developed greater perseverance in play, spending more time with a given toy and changing toys less frequently. Certain fundamental attentional characteristics, such as duration and variation of attention, were little altered by the training. Effects of training did not persist when the twins played together and had disappeared from the solitary play of the trained twin 9 months after the end of the experiment.—R. B. Ammons (San Diego).

[See also abstracts 670, 676, 689, 702, 733, 739, 771, 780, 802, 821, 886, 900, 902, 908.]

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- Psychoanalytic Review**—New York, N. Y.: 64 West 56th St. \$6.00. 500 pages annually. Edited by Smith Ely Jelliffe. Quarterly. Founded 1913.
- Journal of Experimental Psychology**—Northwestern University, Evanston, Ill.: American Psychological Association, Inc. \$7.00 per annum (1 volume). 720 pages annually. Edited by Samuel W. Fernberger (on leave). Francis W. Irwin, Acting Editor. Bi-monthly. Founded 1916.
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